

SIERRA EDUCATIONAL NEWS

APRIL

1929



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THERE is an increasing number of reasonable and well-conducted summer tours to Europe, but there are always persons who for one reason or another wish to travel independently for part or all of their time. That was what I did; and for that reason, while I followed the tourists-worn routes, I departed in many ways from the accepted program.

It is true that the English language and the American dollar bill will carry one anywhere. It is also true that one can live on food prepared without salt. But the savor of Europe comes through talking with people in their own language. The professional English-speaking guide is often hopelessly boring, while in many places, as Pompeii and the Alhambra, the government guards have a store of information that they are delighted to give anyone who can understand them. If one has no knowledge of foreign tongues, it is hardly worth while to try to cram up on them in a few months time; but

there is many a half-forgotten language, studies in high school or college that could be brushed up and would pay wonderfully for the time spent.

Everyone wants to see the large cities, Paris, London, Rome; but even if in all my life I could have only fifty days abroad, I should devote one or two of them to small towns. I shall never forget St. Jean de Luz, where I passed a night on my way from Paris to San Sebastian. Incidentally, my spotless room and a good breakfast cost forty-five cents. This summer I plan to give a much larger proportion of my time to villages.

It is too bad to miss Spain; it is not a tourist-infested country, but that is only part of its charm. I doubt if there is any other portion of

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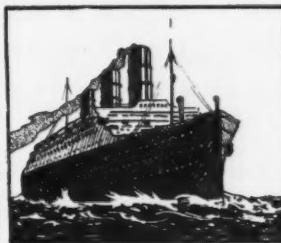
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western Europe where one can see so much of medieval times surviving as there. In Northern Spain the train passes for hours through grain fields where the narrow individual plantings stretch over rolling hills like an endless succession of long ribbons laid parallel. For miles there is no sign of habitation, and then a hill top appears with small houses huddled behind a protecting wall. I wish I had had time to talk to some of those men and women who plod that weary distance out to their bit of land. I wonder if they appreciate the picturesqueness of the Middle Ages?

With the exception of Barcelona and Madrid, which have all the modern improvements (including a subway), the cities, too, have changed little with time. Avila, behind its walls; Toledo with its narrow, winding streets, (get a small boy to guide you there; he will be watching for you at the train) old bridges and cathedral; not to mention a score of others, make a visit to Spain, as far south as Madrid, a most delightful lesson in history. Northern Spain is austere; southern Spain, more light-hearted. It is a pity not to see the Alhambra and Sevilla, but the average traveler cannot take the time for them, and summer days get very hot down there. They should be visited in spring.

Naples is one of the places one must see before he dies, and no one can leave without visiting Capri, Sorrento and Amalfi. The regular tourist boat sails at nine, but I found out about another leaving at eight. The hotel clerk swore that it did not exist, but I took it and spent a most delightful day, while the poor tourists hardly found standing room on the later boat.

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Instead of getting off at Capri, I kept on down to Amalfi. I thought that was preferable to the auto trip there, and when I saw parties grey with dust arriving at the Capuccini Hotel, I did not change my mind.

Speaking of water, everyone takes the trip on the Rhine and explores Venice in a gondola, but I wonder how many know how beautiful Paris is from one of the boats that ply up and down the Seine. I do not remember seeing any tourists on them, but for me they had a great fascination. In an hour or so one can go from above the Louvre to a little beyond the Trocadero and get an entirely different view of Paris. The cost is so slight that I have forgotten how much it was. The Thames, too, carries one through English countryside that cannot be seen from train or bus. It takes only little longer and the scenery repays the extra time.

Europe does many things differently; for that reason it is worth planning one night in a sleeper. Third class for short trips, where you know the language, is a pleasure. It is always a saving!



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Mere mention of Hawaii is enough to set the blood tingling with anticipation. The name connotes South Sea breezes spreading luxuriously over coco palm and exotic flower. It suggests the indolent strumming of a guitar beneath the leaning palms. It means temperamental Pele, goddess of Kilauea Volcano, who so recently and unexpectedly arrived in the middle of the night, to awe the lucky visitors who happened to be near her crater.

It means bronzed bodies surging through the waters of Waikiki. It promises the hospitality of a light-hearted people who cling to ancient customs amid the inroads of another civilization. It means garlands of hospitality hung about the necks of visitors. It means a contagious friendliness in the perfumed, sun-bathed air.

Summer in Hawaii means all this—and more.

When the curtain of summer is raised on the garden that is Hawaii, your eyes are dazzled with color. The sets have been painted with a vivid brush, dripping with rainbow colors. Scarlet flame-trees bleed against the sky . . . blue jacaranda blossoms cascade in sapphire showers . . . orange and magenta bougainvillea vines enhance a back-stage cottage with their glowing hues . . . radiant hibiscus hedges, riotously mingling pink, yellow and scarlet, surround the gardens and emblazon the roads for mile on colorful mile.

Seated shyly in her garden-by-the-sea is that favored daughter of Nature, Hawaii, her dark hair decked with lavender jasmine. On her lips is a smile of welcome as she invites you to rest awhile in the magic of her breeze-swept garden.

Hawaii is cool in the summer. The Islands, to those who know and love them, mean lithe young bodies emerging from a jade-green sea. Crisp, white breakers whipped by summer trade winds. Palm-fronds swaying across the cheek of a white-gold moon. Soft, stringed music



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HAWAII

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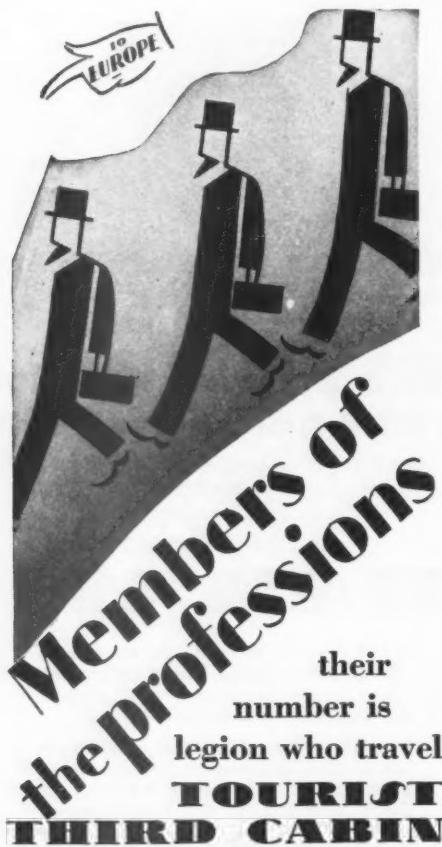
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You are going to Hawaii for the Summer!

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Printing Education on Trial

A N interesting feature of the Eighth Annual Conference on Printing Education, to be held at the Carnegie Institute of Technology, June 24-26, 1929, will be a mock trial, "Printing Education on Trial".

Although no definite data regarding the persons or organizations that will take part in the trial have as yet been made public, it has been proposed that the prosecution be composed of organizations in the printing industry and that the defense be composed of professional educators, including supervisors, principals and teachers.

Such a plan will provide splendid opportunity for a discussion of the benefits to be secured by the printing industry, the schools and individuals when printing is installed as a part of the curriculum in regular types of schools and in vocational or trade schools.

Undoubtedly, the trial will bring together some of the brightest minds in the printing industry and in the educational field. The procedure of the trial should prove educational as well as entertaining.

Fred J. Hartman, director of Department of Education, United Typothetae of America, is chairman of the general committee on program and arrangements.

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This highly valuable material has a wide range of usage in connection with the regular course-of-study, whether the school be elementary, junior or senior high, or college. For further information, address Edward Mayer, executive secretary, Department of Visual Instruction, University of California, Berkeley.

* * *

The Personal Development Institute is a new type of private school recently opened in San Francisco and comprises evening classes in poise conversation, clothes, social and business etiquette, and personality habits. The headquarters are at 301 Russ Building.

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Sierra Educational News

Official Publication of California Teachers Association

JOSEPH MARR GWINN.....President
ROY W. CLOUD.....State Executive Secretary

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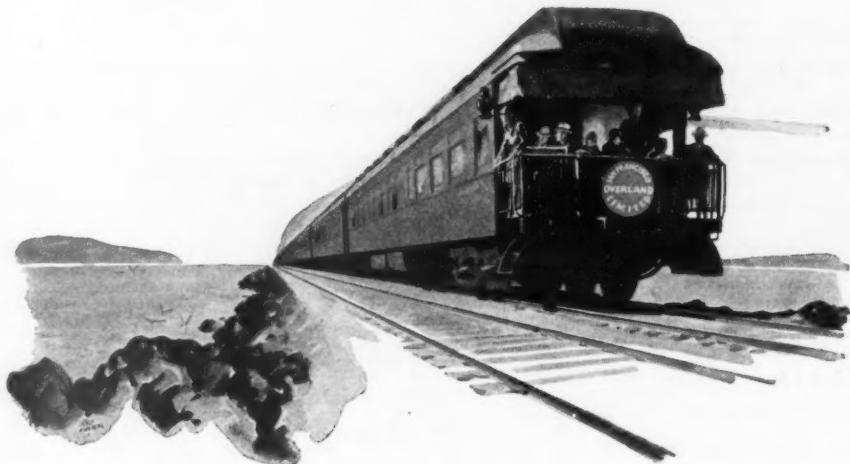
There were 35,000 copies printed of this issue.

Placement Service for Teachers



HE California Teachers Association maintains a placement service for the benefit of all school boards, superintendents, and other employing officers who are seeking qualified teachers, and for all members of the Association. Hundreds of teachers are placed annually by this service. Members are entitled to register (without charge) for placement. The Berkeley office is under the charge of Sam M. Chaney, manager, 2163 Center Street; phone THornwall 5600.

The Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston, manager of the bureau and executive secretary of the Southern Section. Teachers interested in placement in Southern California should register in the Los Angeles office,—732 I. N. Van Nuys Building, Seventh and Spring Streets; phone VAndike 3218.



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The Retirement Salary Situation

EMERGENCY NOTICE! Give the following report immediate attention and discuss the proposals with your teachers. Help pass the Rochester Bill!

To the Teachers and Administrators of the Schools of California:

THE actuaries employed by the State of California to study the Retirement salary situation, after an exhaustive investigation extending over many months, made a partial report to the Retirement Commission at the Governor's office, State Building, San Francisco, Thursday, March 21.

As has been stated on previous occasions by other investigators, these actuaries reported that while the fund has a very substantial balance and while there is no immediate need of fear on the part of teachers that it is in a dangerous condition, the fund is not actuarially sound, but in order that it shall be made so, the teachers should voluntarily offer an increase of the amount which they now pay into the fund, the State to increase its share.

A number of proposals were made concerning a new law, but nothing definite was decided.

The same evening at Sacramento at the meeting of the Senate Committee on Education, Senate Bill 673 as amended by Senator Rochester was presented. It provides for a \$1080 retirement salary at the end of 35 years of service. It makes provisions for retirement at the end of 30 years of service at a substantial decrease in salary. The cost fixed in this proposal is \$3.50 a month chargeable to the teachers (with no refund upon withdrawal from service); the State to bear a heavier share than the teacher.

Large delegations from Southern California and the Bay region were present and on the conclusion of the Senate hearing met at the Hotel Senator where Senator Rochester who was present, was requested to further amend his bill by asking a \$4.00 monthly contribution on the part of the teacher and the same amount by the State with a 50 per cent refund to teachers who might withdraw from teaching after 5 years of service, the first 5 years payments to be withheld to stabilize the fund.

It will take absolutely united action upon the part of all of the teachers of the state to carry a proposal of this kind. It will be necessary, therefore, for every teacher to become interested in the matter and **LET YOUR LEGISLATORS KNOW** that the bill is one of vital importance.

Dr. Joseph Marr Gwinn, president of the California Teachers Association, presided at the meeting in Sacramento which followed the Senate Committee hearing. Dr. Susan M. Dorsey of Los Angeles was also present. They were both of the opinion that a united effort should be put forward to carry the Rochester bill.

Now is the time for action.

Yours very truly,

Roy W. CLOUD
State Executive Secretary

Progress of School Legislation

Roy W. CLOUD



HE California Legislature at the time this report is being prepared, is in the fifth week of the second part of the bi-sectional session. The Assembly is grinding out legislation, while the Senate is engaged in impeachment proceedings in the case of a superior judge of the state.

The Governor's tax measures have been passed and signed and are now a part of the law. These measures concern the schools because they produce part of the state revenues. They also apply to the schools more intimately, in that certain real property of banks and financial institutions have been removed from the assessment rolls of the various counties and in lieu thereof the securities of these institutions are now subject to state tax.

To reimburse the schools for the loss of the assessment on the above-mentioned real properties, one-third of the taxes received from the levies on the securities will be apportioned to the school funds of the various districts of the state.

The codification of the school law, covered in **Senate Bill 22** by Slater, passed both the Senate and the Assembly and is awaiting the Governor's signature. Minor amendments, to cover omissions in the original bill, became part of the Code. All school bills now pending will modify, if passed, the provisions of the school code as passed in S. B. 22.

The bill which is probably occasioning the greatest interest among the school people is known as the **Rochester Bill, Senate Bill 673**. The Board of Directors and the Legislative Committee of the California Teachers Association, with the Legislative Committee of the Superintendents Association of California, approved the Rochester bill with certain modifications which were acceptable to Mr. James Reinhard of the Central Junior High School, Los Angeles, the spokesman for the proponents of the measure.

Senator Rochester, Mr. Reinhard with representatives from the Los Angeles school department, the actuaries Mr. Barrett M. Coates and Mr. W. C. Green, and Honorable Alexander R. Heron, State Director of Finance, at a subsequent meeting made further changes in the Rochester bill. If these are acceptable to the

teachers every effort will be put forward to the passing of the bill.

Joint Legislative Meeting

On Monday, March 18, the Board of Directors and the joint legislative committee of the California Teachers Association and the Superintendents Association met at the C. T. A. headquarters, Sheldon Building, San Francisco, and considered pending legislation.

Those present were: Joseph Marr Gwinn, Willard E. Givens, Robert L. Bird, A. J. Cloud, Charles H. Camper, Clarence W. Edwards, Henry G. Clement, D. E. Martin, Roy Good, Gladys Evelyn Moorhead, Joseph E. Hancock, C. R. Holbrook, F. L. Thurston, Elmer H. Staffelbach, Vaughan MacCaughey, L. P. Farris, Mr. and Mrs. James Reinhard, E. W. Kottinger, Albert H. Shaw, Miss Genevieve Carroll, R. F. Nyman, Miss Marlon Ketcham, Mrs. Eugenia West Jones, C. D. Jones, A. L. Barker, Charles S. Morris, J. C. McGlade, Miss Miriam Eisner, Forrest Routt, Mrs. Ivy Ostrom, George L. Yelland, H. H. Glessner, Barrett N. Coates, W. C. Green, Roy W. Cloud, Deputy Superintendent Sam H. Cohn and Dr. Nicholas Ricciardi, Chief of the State Division of City Secondary Schools, acted as counselors in the proceedings.

Dr. Gwinn in his customary pleasing manner presided. A spirit of harmony prevailed and the members of the group were particularly well pleased with the results of legislative proceedings so far initiated. Eight hours were spent in consideration of the measures with the following results:

Assembly Constitutional Amendment 10 was disapproved on the grounds that it might tend to interfere with the securing of a sufficient number of state text books should any emergency arise. This bill would require the exclusive printing of all elementary school books by the state printer.

A. B. 927 Feeley was disapproved on the grounds that the proposed date for filing budgets is too early. It would be necessary for school trustees to submit their budgets not later than March 1. Budgets under the provisions of this act would be merely guesses. The expenditures of any school year are fixed by the average daily attendance which cannot be secured until after the close of the year. The expenses of the full school year must also of necessity be a guide in the fixing of the expenses for the following year. As only eight months of the year will have elapsed before the time of filing the budgets a full year's expenses cannot be definitely known.

S. B. 398 by Boggs was objected to on similar grounds. It places the county school department with the other departments of the county government in fixing the county budgetary provisions. The county budget for all county officials and road districts are prepared early in the

year. The school department heretofore has not been included with these other departments of county government. Under Mr. Boggs' proposal the schools would be so placed and the early budget required. There is no justification for asking that the school department be placed in the county budget regulations. School officials should ask their representatives to present this matter to the Legislature for adjustment.

Mr. Forrest Routt, superintendent of schools of Alhambra, and Mr. George L. Yelland, clerk and business manager of the district of Alhambra, appeared in opposition to **S. B. 142 Edwards** and **A. B. 130 Schofield and Craig**. These bills make provision for the withdrawal of elementary school districts from union or joint union high school districts and the formation of new union or joint union high school districts from the territory so withdrawn.

The feeling of the members of the Committee was expressed that the matter of withdrawal of elementary school districts and the subsequent formation of new high school districts should be made as difficult as possible in order that the present districts might be thoroughly stabilized.

Dean Charles S. Morris of the Modesto Junior College appeared before the committee and asked for approval of **S. B. 654** and **S. B. 655 Garrison**. **S. B. 654** changes the junior college law so that a junior college district may initiate proceedings calling for the election to annex contiguous territory to the district if the average daily attendance in the junior college from the said contiguous territory is more than two in any school year. Under existing laws such contiguous territory itself would have to initiate proceedings. The Committee approved this legislation. **S. B. 655** which would determine the method of fixing charge for educating junior college students from outside territory was not approved.

Dr. Ricciardi asked for a reconsideration of the Committee's action on **S. B. 332** and **S. B. 385**. These are part-time education bills and were passed over at the previous meeting because of lack of time for consideration. The proposals were prepared after two years of careful consideration by the part-time committees of the State.

The measures present only minor changes from the present law, the principal one being that whereas the existing law requires the formation of a part-time class if there are twelve minors subject to part-time regulations within a certain radius of the school, the new law would increase the radius and would increase the number from 12 to 50, thus making it unnecessary to conduct part-time classes in many of the smaller communities.

The other provisions would cover the course in counseling and guidance. These courses are already operating in many of the larger schools of the state and would put no additional financial burden upon any school district. The hearty endorsement of the Committee was given to Dr. Ricciardi for his two bills.

Mrs. Eugenia West Jones, representing the Los Angeles Kindergarten Association, asked for reconsideration of the Committees' action on **A. B. 610 Badham**. This bill removes the one-mile limit required for petitioners looking to the

formation of kindergartens. Mrs. Jones explained the need for such legislation and the unanimous endorsement of the Committee was given to her proposal.

The Rochester Bill, S. B. 673 was fully explained by Mr. James C. Reinhard, principal of the Central Junior High School of Los Angeles. Mr. Reinhard was followed by Mr. E. W. Kottinger, representing the Oakland teachers and also the retirement committee, California Teachers Association, Bay Section. Mr. Kottinger was followed by Mr. Barrett M. Coates who discussed retirement salaries from an actuarial standpoint. After several hours of discussion Mr. Reinhard agreed to proposals of the Bay Section Council.

Upon their approval, Mr. Henry G. Clement, of the Board of Directors and city superintendent of the schools of Redlands, moved as follows:

If it becomes necessary to make changes, the following are the order of importance:

1. To increase the amount of annual payment.
2. To decrease the retiring allowance, but not below \$1080.
3. Increase the years of service.

His motion being seconded by Mr. Willard E. Givens, was unanimously carried.

As previously stated, some of these provisions were changed the following day at Sacramento.

The Committee adjourned at 6:10 and a number of those in attendance proceeded to Sacramento for the public hearing of **A. B. 459 Baum**, known as the "County Unit Bill."

Baum Bill Hearing

At 7:30 the Education Committee of the Assembly held its public hearing in the Assembly chamber which was crowded. Assemblyman William M. Byrne of Los Angeles, chairman of the Education Committee, presided.

County Superintendent William H. Hanlon of Contra Costa County and member of the Educational Commission of the Taxpayers Association, opened the argument in favor of the adoption of **A. B. 459**. He outlined the history of the study of the Education Commission of the California Taxpayers Association in arriving at the provisions of the Baum bill. Mr. Hanlon was allowed twenty minutes for his presentation. He was followed by Professor L. H. Peterson of the Education Department, University of California, who was given thirty minutes for presentation of his material and twenty minutes at the close of the discussion for rebuttal.

Mr. A. W. Ray, superintendent of schools of Mill Valley, opened the argument for the opponents to the Baum Bill. He was followed by Mr. Charles L. Broadwater of El Segundo who represented the school trustees of Los Angeles, Riverside, and San Diego counties and the Principals Associations of Los Angeles and San Diego counties.

Mr. Samuel Leask, a business man of Santa Cruz and member of the California Taxpayers Association followed. Mr. Leask had made an intensive study of the county unit system and returned two weeks prior to the hearing from a trip throughout the United States in which he visited a number of county unit states and studied conditions therein. Mr. Fred L. Thurston, secretary of the Southern Section of the California Teachers Association followed. Colonel

J. C. Lowe of Palos Verdes, Los Angeles County, next presented his arguments against the bill. Colonel Lowe is a school trustee and represented his organization.

Roy W. Cloud, state executive secretary of the California Teachers Association, presented the views of his organization and asked that no action be taken on this or any substitute bill, but that the matter be referred to the Commission of Nine provided for in **S. B. 48 Jones.**

Superintendent David E. Martin of Alameda County, in a forceful manner, concluded the arguments against the passage of the bill. Dr. Peterson then closed the argument for the bill.

Chairman Byrne asked if any of the members desired to be heard. No expression of opinion being volunteered he called for a motion. Mr. Baum, introducer of the bill, moved for its favorable passage. Upon second, this motion was defeated by a vote of 4 for the favorable consideration and 7 against.

Assemblyman M. J. McDonough of Oakland moved that the matter be laid upon the table.

This motion being duly seconded and put, was carried by a vote of 7 in favor and 4 against. This action apparently closes consideration for the County Unit Bill for the present session of the Legislature.

Bills Passed

The following **Senate bills** have been passed and are now ready for approval in the Assembly: 161 Handy, 175 Slater, 311 Handy, 312 Handy, 355 Slater, 491 Ray Jones, 580 Slater, 771 Handy, 810 Sharkey.

The following **Assembly bills** have passed the Assembly and are now ready for Senate action: 157 Williamson, 533 Badham, 547 Jesperson, 548 Jesperson, 549 Jesperson, 551 Luttrell, 552 Luttrell, 603 Williamson, 604 Ingels, 607 Keaton, 608 Parkman, 611 Roland, 614 Deuel, 615 Deuel, 616 Deuel, 637 Harper, 653 Parkman, 821 Wright, 522 Byrne, 555 Luttrell, 647 Spalding.

ALSO Mr. Henry Meade Bland for many years in the English Department of the San Jose State Teachers College was created poet laureate for the State of California.

Cleveland Convention Department of Superintendence

JOSEPH MARR GWINN
Superintendent of Schools, San Francisco

THE Convention is essentially for those dealing with problems of administration and supervision of education. The number of groups of such officers is constantly increasing. There are also national educational organizations not connected with the Department of Superintendence which hold their annual convention at the same time with the Department of Superintendence. It is probable that at one time, perhaps at more than one time, as many as twenty programs were under way. Because of the magnitude of the Convention it is impossible to make an adequate report concerning it. Through attendance on meetings, contacts with others, and reading of programs and reports, one could note the trends of educational interests.

The principal themes for the main program were financing of public education, articulation of the units of American education, importance of research as a basis for public school administration, better trained and a better selected teaching staff, and character education.

The Convention discussions on finances were to the effect that, in view of the income of the American people, the importance of education and expenditures for other things, not too much is being spent on education but there is need that funds be wisely spent. The taxpayer has a

right to expect at least a dollar's worth of return for his dollar of tax. Unwise spending of tax money is in part the cause of the feeling of displeasure that accompanies paying one's taxes. The pay-as-you-go plan of financing school buildings is meeting with approval in all parts of the country. It is of course recognized that bonding will have to be resorted to under special situations.

The discussion on articulation reviewed the same problems that have been given attention in California involving the length of the elementary school, of the junior high school and of the high school. Nothing particularly new was developed on the subject of the articulation of the units of education. Articulation refers also to the relation of first grade to the second grade and of geography to history and of the school to the home and community and vocation. There will be two year books on Articulation, one already published, 1929, and another to be published in 1931.

It is evident that boards of education and school superintendents are more and more dependent upon a knowledge of the facts, which facts are to be presented through the research department. If the future is to avoid the errors of the past it must be through planning of school programs based upon a careful study and

organization of the facts of the present and the past.

In connection with the discussion on training of teachers the need for training of teachers in service is generally recognized as of great importance. The salary schedule should be related to this training and to efficiency. Practically all discussions of salaries recommended increases for years of service and also for increases in qualifications.

Character education continues to be rated as one of the most important objectives of education. One speaker suggested that a 24-hour school would be needed. I interpreted him to mean that character education depends upon the union of the home and the school and all other agencies dealing with the children during the 24 hours of each day so that a unified program could be provided. At present the child lives through his day with contradictions on moral matters due to different ideals and standards.

I attended a meeting of the Guggenheim committee on education in aviation for elementary and secondary schools. There has been considerable development of education in aviation in the junior and senior high schools. One school system has developed a four-year high school course which is accepted for college entrance by certain engineering schools. There is a growing opinion that the schools have a responsibility for training the young people both in knowledge and point of view in aviation.

An invitation was extended to the Convention to hold its 1930 meeting in San Francisco. The final decision on place of meeting is left to the President, Superintendent Frank Cody of the Detroit Public Schools, after a review of all of the facts relating to the ability of the city inviting the Convention properly to entertain it.

San Francisco has much to offer and is naturally very attractive to the school superintendents. The principal difficulties are distance and a lack, at present, of adequate space for the commercial exhibits. Approximately 100,000 square feet of space was used at Cleveland for commercial exhibits. The total attendance at the Convention was variously estimated at from 15,000 to 20,000.

California was represented by more than 100 in attendance. There were 104 at the California breakfast.

Among those present at the California breakfast were: Messrs. Gwinn, Allen, Bachrodt, Beck, Baldwin, Bettinger, Beatty, Brannigan, Bush, Carr, Cooper, Chamberlain, A. J. Cloud, Crawford, Clark, Doran, Dudley, Evenden, Ford, Farrington, Givens, Gray, Hammar, Hazelton, Hapner, Hatch, Hill, Hubbard, Hunter, Henderson, Hart, Jensen, Kemp, Lewis, Lindquist,

Martin, McNeeley, McNulty, Milliken, Moyse, Mitchell, Nelson, Newell, Noffa, Nolan, Norton, Overturf, Paden, Plummer, Potter, Rutledge, Routt, Rogers, Shaw, Smith, Stewart, Stockton, Sexson, Swetman, Suzzallo, Shields, Shea, Stephens, Thomas, Robert A. Thompson, O. S. Thompson, Weidman, Wilson, Wiley, Whitlock, Woods. Mesdames: Altucker, Atkinson, Andray, Bates, Brown, Collins, Dunbar, Eisner, Hampton, Hahn, Heffernan, Hagelthorn, Holmes, Jacobsen, Lewis, Mettler, Moorhead, Pierce, Salisbury.

Among those from California who had important assignments on the program were Dean W. W. Kemp, Miss Helen Heffernan, Miss Julia L. Hahn, Miss Marian A. Brown, Rudolph Lindquist, Superintendents J. M. Gwinn, W. E. Givens, L. W. Smith, John Sexton, and United States Commissioner William John Cooper.

Orientation Courses

Statement Before the Junior College Section, Department of Secondary School Principals, N. E. A., Cleveland

**JOHN W. HARBESON, Principal
Pasadena Junior College, Pasadena, California**

PRACTICALLY all junior colleges are offering orientation courses in the Freshman year, the chief aim of which is the adjustment of the student to college environment and assisting him in mapping out his future educational and vocational career.

These courses may be classified under four distinct headings as follows: **First** a survey course in the social sciences usually designated as the "History of Civilization", the "Story of Mankind", etc. **Secondly** a survey course in the humanities covering the expressions of the race in music, art and literature. **Thirdly**, a survey course in the national sciences providing a foundation for more specialized courses in the field of science. **Fourthly**, a course in group counseling dealing with personal problems of the students which cannot be met in other courses.

The need of the first three types of courses is dependent upon the previous training of the student. Some will need all three, some only two or possibly one and others none at all.

The course in group counseling, however, is sufficiently important to be required of all students and is required in many institutions. The content of this course in the Pasadena Junior College, which is typical of many institutions, may be summarized as follows:

1. A framing of life objectives,—developed through class discussion.
2. A study of the college plant; requirements and electives in various curricula; rules, regulations and policies of the college, etc.
3. The administration of a testing program

(Continued on Page 58)

The Future School Building Program

Statement Before the First General Session, N. E. A.

Department of Superintendence, Cleveland

JOSEPH MARR GWINN

Superintendent of Schools, San Francisco

OUR first concern for a future school building program is that there be a program. A survey of school buildings of the past shows that in practically every instance school buildings have not been built according to a program. Like Topsy, they just grew and with many of the evil consequences of lack of plan and forethought.

School buildings should be provided, planned and erected according to a definitely formulated guiding policy drawn in accordance with the best educational theory and practice and adapted to the educational program of the day and yet able to adjust to future educational and population needs.

Economy in future school building programs is to be secured through providing buildings, grounds and equipment adapted to the needs of a modern program of education. Old and antiquated school buildings must be replaced by buildings of a form and type that are suited to an up-to-date type of education. A factory that turns out goods for which there is no market is an expensive factory.

In the development of a building program it is fundamental that the form of organization, the program of education and the objectives to be achieved by and for the children and adults attending the schools and the methods and materials to be used in attaining these objectives should be the determining factors. The educational ideal with its expression in a form of organization and a method of operation is the controlling force governing makers of school building programs.

It is imperative that the curriculum be the precursor of the building. Curriculum construction and revision must be continuously operative to prepare the way for building programs. The form of organization—how pupils are to be grouped for administration, instruction and learning—must also be determined before buildings are erected. Shall the organization of public education be on a 4-4-4-4 basis or a 6-3-3-2 basis or some other basis? It is to be hoped that this year's report of the Committee on Administrative Units may guide the future in the form of organization of schools.

There are many forces and facts that will influence future school building programs. Among these are:

1. **Economic pressure** which may force a curtailment of the movement to expand education downward to include part of the pre-school period and upward to include the junior college and outward to include adult and extension education. Economic pressure may force larger numbers to be taught by one teacher, thereby changing the sizes of school rooms, shops and laboratories. It may force the use of platoon and shift devices to decrease the number of school buildings required.

2. **Social and psychological forces** which urge an expansion of education downward, upward and outward causing the schools to assume new and additional responsibilities once borne by the home, the church, vocation and other agencies and thereby modifying the type of school building required for the new education.

3. **Educational research**, experimentation and philosophy are producing many forces from many different directions and resulting in a variety of theories and practices which give little sure foundation for future school building programs. Some researchers advocate larger classes, some experimentors favor individual instruction. Some experimentors favor a unified course of study with one teacher for a class of little children, while others favor departmentalized instruction with many teachers. The form of the school building will be shaped by the method of teaching that prevails.

4. **Discoveries and inventions** have produced tremendous changes in society and will continue increasingly to modify education. It is to be deplored that conservatism in education and the lack of social and economic television on the part of many have not permitted the one-room rural school to be replaced by a many-roomed building in a much larger school district with a school four or five times as distant in miles yet much closer in time, safety and comfort than the one-room school only one or two miles away.

Future school building programs must take account of the new and rapid means of trans-

portation and communication. Recently education has been coming over shorter or longer wave lengths and on the screen. Some fanatics would beat all the school houses into loud speakers and silver screens and compress a million school teachers into a half-dozen broadcasters. If this happens school houses may not be needed in the future.

A large concern for future school building programs is a proper method of financing. School buildings should be paid for in a manner to make the tax burden as light as possible. Bonding, pay-as-you-go and paying in advance (depreciation plan) are the three ways of financing school buildings. The method best to use will depend upon many conditions.

The Pay-in-Advance Plan

Large school districts with many school buildings and great tax values should probably use the pay-in-advance plan or the pay-as-you-go plan. Small school districts with but a single or a few buildings and with small tax values may have to resort to bonding. There has doubtless been too little use of the depreciation plan and of the pay-as-you-go plan and too great use of bonding. Economy can be served by a greater use in the future of the depreciation plan and a corresponding decrease in the issuance of bonds.

It is evident that there are many forces from many directions that will influence future school building programs. Determining the program is a difficult problem in the composition and resolution of forces. Nothing short of a thorough-going and complete building survey can give boards of education and school superintendents a satisfactory solution to the difficult problem.



Ray Lyman Wilbur, distinguished Californian and president of Stanford University, has accepted appointment as Secretary of the Interior, in the Cabinet of his long-time friend, President Herbert Hoover. Dr. Wilbur is internationally known in educational, scientific, and humanitarian fields, and is one of America's Men of Vision.

The Bill of Rights of the American Child

HERBERT HOOVER, President of the United States, has emphatically declared that the American ideal, toward which we should strive, is that every child in America shall be born under proper conditions. Every child shall live in hygienic surroundings. No child shall ever suffer from malnutrition. Every child shall receive primary instruction in the elements of good health. Every child shall have the complete birthright of a sound mind in a sound body.

Every child shall be encouraged to express, in fullest measure, the Spirit within, which is the final endowment of every human being.

Hoover's lofty ideal is a great inspiration to every American teacher. Hoover is a Friend of Childhood.

THE PACT OF PARIS

ARTICLE I. The High Contracting Parties solemnly declare, in the names of their respective peoples, that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

ARTICLE II. The High Contracting Parties agree that the settlement or solution of all disputes or conflicts, of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

The young people of the entire civilized world have an interest in this Pact because it will help to determine their lives.

War expenditures require money that might be spent for education. War service destroys the best life in its prime.

Let every child memorize this Pact and resolve to appreciate and understand the gifts of all races and nationalities.

Future generations may look back upon this simple document as we now regard the Magna Charta and the Declaration of Independence.

(Use this page as a poster for your classroom)

Michigan Teachers Building

SCHOOL-teachers of Michigan now own their own home. The beautiful new office building of the Michigan Education Association at Lansing, Michigan, is shown in the accompanying illustration.

It is three story, brick and stone, costing \$75,000, including site. It embodies the latest type of office building efficiency, to which is added the beauty of American Colonial architecture. It is located just outside the Lansing business district. This location gives the quiet and convenience of a residence environment, and has the special advantage of ample parking space.

This new structure is now the headquarters for an organization of more than 30,000 teachers and school executives of Michigan. Membership in the Michigan Education Association includes approximately 95 per cent of all the teachers, principals, supervisors, and superintendents of public schools in Michigan.



This organization formerly was known as the Michigan State Teachers Association. The name was changed to more accurately signify the objectives of the Association, namely, to promote educational interests and to elevate the profession of teaching.

The building is heated by an automatic oil burning system, and equipped with automatic elevator and dictograph interior telephone system. A striking feature is the beautiful lobby, on the main floor, which is indirectly lighted.

In the basement are located a workroom, boiler-room, storage room, janitor's headquarters and office rooms. E. T. Cameron, executive secretary of the association, occupies the office at the right of the lobby, on entering the building. At the left is the office of Arthur H. Rice, managing editor of the Michigan Education Journal, the monthly publication of the association. The library and reception room, open to teachers at all

times, a room for meetings of the executive board, storage room, and offices are also included in the first floor.

The California Teachers Association 1863 to 1928

Sixty-five Years of Professional Organization

(Continued from the March issue)

Contents

1. Organization and finance
2. Membership
3. Personnel
4. Journal
5. Forms of service
6. Legislative programs
7. Some great leaders

See also "A History of Educational Organization in California" by Richard Gause Boone, formerly associate editor of the Sierra Educational News. Trade Publishing Company, San Francisco. 115 pages. 1926. (Out of print.)

Bound files of the "Sierra Educational News" (24 volumes) are available in the larger libraries throughout the nation.

1. Organization

IN 1863 John Swett, then California State Superintendent of Public Instruction, called a meeting at San Francisco of the teachers of the State and urged the advantages of a "State Educational Society" in the following words:

"A 'State Society' would unite the teachers of our State in the bonds of fraternal sympathy; a certificate of membership would entitle the holder to the aid of members in all parts of the State; it would be a passport of employment when he should change his residence; it would entitle him to a substantial benefits of an honorable reception among all teachers; and a small annual membership fee would soon constitute a

fund for the establishment of a "Teachers Journal" as the organ of the society."

The remainder of Section 1, and Sections 2 to 5, appear in the March issue.

6. Legislation

ONE of the most important activities of the Association is the active sponsoring of legislation needed to facilitate the proper functioning of the public school system of the State. The following are some of the important school laws with which the California Teachers Association has been prominently associated:

Session of 1911

Tenure measure abolishing annual elections of teachers after July 1 and providing for notice of dismissal before June 10.

Abolition of the annual school census.

Apportionment of school funds upon attendance basis.

Compulsory attendance—increased from 14 to 15 years.

Interest bearing salary warrants.

Amendment of vaccination law—placing responsibility for its enforcement upon health boards instead of school officials.

Session of 1913

Re-organization of the State Board of Education—Constitutional Amendment.

Teachers retirement salary law.

Session of 1915

Purchase of library and supplemental books in cities.

Establishment of intermediate schools (Junior High).

Providing that vacation schools may be conducted.

Providing for county high school tax of sixty dollars per pupil.

Providing for increase of two dollars per pupil in state school fund.

Providing for tax for kindergarten support.

Providing for an annual convention of High School Principals.

Providing for increase in county elementary school tax.

Providing complete revision of certification of teachers, particularly in reference to high school certificates.

Session of 1917

Providing for free high school text books purchased by districts.

Providing for a district tax, levied as are other district taxes, for building purposes, not to exceed fifteen cents on one hundred dollars.

Providing for afternoon and evening continuation schools under suitable rules and regulations.

Providing for part-time vocational courses in high schools.

Amending certification law relative to special and temporary certificates.

Providing for establishment and support of junior colleges.

Providing for compulsory physical education.

Defeating the five per cent tax limitation act.

Session of 1919

Increasing state elementary funds \$2.50 per pupil.

Increasing county elementary funds.

Increases compulsory age from 15 to 16 years. Providing compulsory part-time education, ages 16 to 18.

Providing for larger apportionments of both state and county funds on teacher basis.

Session of 1921

Providing a county supervision fund.

Bonus apportionments for evening and special classes.

Establishing junior college districts.

Session of 1923

Allowing contracts between school districts. Extending the offering of the University of California, Southern Branch.

Session of 1925

Reducing the number of elementary school subjects.

Session of 1927

Extending teacher tenure to small districts. Creating fund for schools for children of migratory laborers.

Legalizing school cafeterias.

Establishing State Curriculum Commission and School Code Commission.

The most significant campaign in which the Association has ever engaged came in 1920. It carried Constitutional Amendment No. 16 to the people and secured a popular endorsement of 200,000 majority for that measure. This epochal amendment provides for state and county school funds which increase at all times with increased attendance in the schools.

The state elementary fund and the state high school fund may never be less than \$30.00 per pupil. County funds of \$30.00 per pupil in elementary schools and \$60.00 per pupil in secondary schools, are also provided. The amendment further specifies that all of the state school funds and not less than 60 per cent of the county school funds must be applied exclusively to the payment of teachers salaries. This amendment has resulted in far more adequate support for public schools and in salaries sufficient to give the children of California a much better grade of teaching service than would have been otherwise possible.

7. Great Leaders

The Association has been fortunate in the great educational leaders which have always been found to champion its causes.

No history of the Association, however brief, can be complete without recounting the labors of a few of these men who have served so well the interest of California's public schools. At this point we pause to pay sincere tribute to the hosts of capable women, who as teachers, supervisors and administrators, have done the major share of the actual work in bringing the California schools to their present good position. Mrs. Susan M. Dorsey of course would stand out as a notable example, but there were count-

less others who served just as faithfully and did most effective work. It would be impossible to mention them by name as there would be too many. A few, however, are noted in the list of Directors, who for a time helped upon the governing board of our organization.

Presidents

Since 1910 the California Teachers Association has had the leadership of six presidents. Each administration has been marked by progress. Brief sketches of these men follow:

1. **Duncan MacKinnon*** served as principal of the Haight School, Alameda, 1903 to 1905; principal of the San Diego High Schools, 1906 to 1918. He was president of the C. T. A. in 1910 and a member of the Board of Directors 1910 to 1913.

He was a leader in child welfare work and noted for his excellent judgment of teaching ability. He died January 9, 1925. (See further, Sierra Educational News, October, 1925.)

2. **Charles L. McLane** was President of the State Teachers College at Fresno, 1911 to 1927, and has had a wide experience in educational work in Iowa, Missouri, Nevada and California. In 1910 the first junior college in California was organized by him in Fresno.

As a member of the Board of Directors from 1910 to 1912 and President of the Association in 1911, he rendered invaluable leadership in the period of re-organization. He was one of the nine signers of the Articles of Incorporation and a member of the committee which drew them up. He is active in professional circles and is Chairman of the State Board of Education.

3. **E. Morris Cox*** came from the Superintendency of San Rafael to Oakland as Assistant Superintendent of City Schools in 1911. This position he filled until his death in 1925. He was chairman of the committee which drafted the articles of incorporation of the State Association, and was its leader during the bitter struggle to ratify Amendment 16. He was President of the Bay Section in 1908, and a member of the State Board of Directors continuously from 1911 to 1923. Special classes, elementary school textbooks and the certification of teachers were among the professional subjects on which he was a recognized authority. It was said of him that "no man since the days of John Swett accomplished more for the children and the teachers of California." (See further, Sierra Educational News, May, 1928.)

4. **Mark Keppel***, the Solon of California education, was President of the Association in 1912 and from 1923 to 1928. He was Los Angeles County Superintendent of Schools from 1902

until his death on June 16, 1928. It was as a leader in educational legislation that he will be remembered in the further years. A longer school year, free text-books and transportation, fairer apportionment of school funds, adequate library support, compulsory attendance, county supervision, junior colleges and vocational education are the chief educational improvements which he championed before the State legislatures. He was a fearless warrior for the educational rights of children and thousands of teachers and citizens loved and respected him. (See further, Sierra Educational News, September, 1928.)

5. **Walter B. Crane***, the fifth President of the California Teachers Association, is best known as an authority on vocational and part-time education. Los Angeles, and especially the Metropolitan High School in that city, was the scene of his labors for sixteen years. He was elected to the Presidency in July, 1928, but his term of office was cut short by his untimely death on August 3 following. Previous to his service as President he was President of the Southern Section and Chairman of the important legislation and affiliation committees. (See further, Sierra Educational News, September, 1928.)

6. **Joseph Marr Gwinn**, the present incumbent in the presidency of the C. T. A., is Superintendent of San Francisco Schools. He was Superintendent in New Orleans from 1910 to 1923. His eighteen years of work as an administrator have won him the highest professional recognition,—the presidency of the Department of Superintendence of the N. E. A., 1927-1928. Under the guidance of this able leader, the association looks forward to a period of progress.

Executive Secretaries

1. **Leroy Armstrong**, the first full-time paid executive secretary, held office from 1910 to 1912. He was formerly connected with the public schools of Alameda. He resigned in 1912 to join the staff of the American Book Company and is now the Pacific Coast Manager for the organization. The C. T. A. was the first state teachers organization to employ a full-time secretary, hence Mr. Armstrong enjoys the distinction of being the first such officer in the United States.

2. **James A. Barr***, secretary of the C. T. A. in 1912 and advertising manager of the *Sierra Educational News* 1915 to 1925, was the outstanding leader in giving the organization its present representative form in place of the old convention system. He entered public school work in 1887, served as Superintendent in Stockton for twenty years, 1891-1911 and was

director of the Congresses for the Panama-Pacific Exposition, 1912-1915.

He was a great schoolman and civic leader, always modest and always effective. (See further, the memorial bulletin published by the C. T. A., February, 1926.)

3. **Arthur H. Chamberlain**, the third secretary, held the longest term of office of any one to date, 1913 to 1927. Prior to this he was successively professor, dean and acting president of Throop Institute, now the California Institute of Technology, Pasadena. The major part of the legislative reforms mentioned above were achieved under his secretaryship. He is now executive secretary of the California Association for Education in Thrift, and president of the League of Western Writers. He is the author of a number of books on manual training, civic education, and geography.

4. **Roy W. Cloud**, the fourth and present secretary, has held office since 1927. He was for twenty years San Mateo County Superintendent of Schools and for two years Redwood City Superintendent. He has served the Association as a member of the Bay Section and State Councils, and as President of the Bay Section in 1925. He came to the secretaryship with a host of friends among California school people and these have increased in number during the past year.

Other Leaders

The period since 1910 is marked by the educational leadership of many other men who, although not serving as presidents or secretaries of the association, yet gave much of their time and thought to its development. Among these may be mentioned Edward Hyatt, State Superintendent, 1908 to 1919, who championed the cause of the rural school; Will C. Wood, State Superintendent from 1920 to 1926, the outstanding achievement of whose administration was the passage and application of Amendment 16; and William J. Cooper the present incumbent in the State Superintendency.

The works of Professor Alexis F. Lange¹ of the University of California in promoting the junior college idea, of President Frederic L. Burk² of the San Francisco State Normal School, in developing individual instruction methods, and of Professor Richard G. Boone³ of the University of California in adjusting educational philosophy to changing social conditions, are noteworthy.

1. See further, *Sierra Educational News*, October, 1924.

2. See further, *Sierra Educational News*, May, 1923.

Boards of Directors

THE following is a complete list of the members of the Board of Directors of the California Teachers Association, 1910 to 1928. The average term of directors since 1910 has been three years. The state secretaries, who are members *ex officio*, are not included:

Name	Years of Service	Years Served	Present Position
E. Morris Cox.....	13	1911-23	d. 1925
A. J. Cloud.....	11	1913, 15-24	Deputy Superintendent, San Francisco
Mark Keppel.....	9	1910-11, 22-28	d. 1928
W. L. Stephens.....	7	1917-21, 23, 24	Superintendent, Long Beach
J. A. Cranston.....	6	1911-16	Superintendent, Santa Ana
Duncan MacKinnon.....	5	1910-14	d. 1925
James A. Barr.....	5	1910-13, 19	d. 1925
S. M. Chaney.....	5	1912, 20, 22, 25, 26	Director of Placement, C. T. A.
J. F. West.....	5	1917-19, 21, 24	Superintendent, Albany
E. W. Lindsay.....	4	1912, 15-17	Former Fresno County Superintendent
Edith Hodgkins.....	4	1913-16	
Sara L. Dole.....	4	1917-19, 22	d. 1924
Cecil M. Davis.....	4	1921-24	
George C. Jensen.....	4	1921-24	Principal, Sacramento High School
William J. Cooper.....	4	1923-26	U. S. Commissioner of Education
Robert L. Bird.....	4	1925-28	Superintendent, San Luis Obispo County
Roy Good.....	4	1925-28	Superintendent, Fort Bragg
Walter B. Crane.....	4	1925-28	d. 1928
W. M. MacKay.....	3	1910-12	
C. L. McLane.....	3	1910-12	President, State Board of Education

Agnes E. Howe.....	3	1911, 12, 14	
Susan M. Dorsey.....	3	1912, 14, 15	Superintendent, Los Angeles (retired)
C. H. Covell.....	3	1915-17	
Alice R. Power.....	3	1917-19	Principal, Washington Irving School, San Francisco
S. P. Robbins.....	3	1917-19	Principal, Central School, Chico
M. L. Richmond.....	3	1920-22	Superintendent, Kings County
Wilhelmina Van de Goorberg	3	1920-22	
Fred M. Hunter.....	3	1925-27	Chancellor, University of Denver
Mary F. Mooney.....	3	1925-27	Assistant Superintendent, San Francisco
Clarence W. Edwards.....	3	1926-28	Superintendent, Fresno County
Noel H. Garrison.....	2	1911, 12	Teacher, Hollywood High School
Alexis F. Lange.....	2	1911, 12	d. 1923
Clara M. Partridge.....	2	1912, 13	Principal, Oxford School, Berkeley
Lulu E. White.....	2	1912, 13	
Will C. Wood.....	2	1912, 13	State Superintendent of Banks
Anna Keefe.....	2	1915, 16	
H. G. Rawlins.....	2	1915, 16	Principal, Willows Elementary
Jerome O. Cross.....	2	1918, 19	Superintendent, Santa Rosa
H. P. Short.....	2	1918, 19	Superintendent, Benicia
Grace C. Stanley.....	2	1918, 19	
L. P. Farris.....	2	1923, 24	Principal, Hamilton Junior High, Oakland
Eugenia W. Jones.....	2	1923, 24	Teacher, First Street School, Los Angeles
Ira C. Landis.....	2	1926, 27	Superintendent, Riverside
Ed. I. Cook.....	2	1927, 28	Instructor, Sacramento Junior College
Ednah Rich	1	1910	
J. W. Linscott.....	1	1910	Superintendent, Emeritus, Santa Cruz
Morris E. Dailey.....	1	1912	
F. K. Barthel.....	1	1913	d. 1916
Richard G. Boone.....	1	1913	d. 1923
George W. Frick.....	1	1913	
Horace M. Rebok.....	1	1913	Managing Director, California Society of Secondary Education
Margaret Sheehy.....	1	1913	Principal, John Muir School, Merced
Allison Ware.....	1	1913	
L. B. Avery.....	1	1914	Assistant Superintendent, Oakland
M. E. Bernstein.....	1	1914	
Mrs. Minnie R. O'Neill....	1	1914	Assistant Superintendent, Sacramento
Thaddeus M. Rhodes.....	1	1916	Principal, Francisco Junior High, San Francisco
Thomas S. MacQuiddy....	1	1920	Superintendent, Watsonville
G. A. Wheeler.....	1	1920	
Elizabeth Willis.....	1	1920	Assistant Principal, Abraham Lincoln School, Pasadena
Merton E. Hill.....	1	1921	Principal, Chaffee Union High School
Winifred Wear.....	1	1924	
William P. Dunlevy.....	1	1925	Instructor, San Diego High School
Henry G. Clement.....	1	1928	Superintendent, Redlands
Gladys E. Moorhead.....	1	1928	Nutrition Expert, Los Angeles Schools
David E. Martin.....	1	1928	Superintendent, Alameda County
George C. Bush.....	1	1928	Superintendent, South Pasadena

The annual meeting of the Council of Education, California Teachers Association, will be held in the Hotel Oakland, Saturday, April 13, at 9:30 a. m. The Board of Directors will meet Friday evening, April 12, at the Hotel Oakland.

Planning Worth-While Assemblies

S. S. MAYO, Instructor
Sequoia Union High School, Redwood City



HE high school assembly is the most potent occasion for the development of group consciousness. It furnishes the best opportunity for establishing individual and group standards of conduct. Good school morale is built from worth-while assemblies. The assembly is a sure index to the quality of the life of the school.

Principals realize the importance of the high school assembly and are justified in devoting much serious attention to this phase of administration. Efforts do not always result in success in this as in other activities, but a recognition of certain fundamental principles is a great help in accomplishing the purposes which the assembly may best serve.

The short daily assembly is adaptable to certain types and sizes of secondary schools but is apt to be listless in character and to become monotonous. The weekly assembly is to be preferred, although it offers some difficulties in schedule-making. It should be planned well in advance, with definite aims and purposes in mind. A faculty committee should be responsible for the programs, with which representative pupils should serve.

Assembly planning at Sequoia Union High School has received much attention by the principal and the assembly committee. The following is a brief summary of the steps followed and principles governing the planning of worth-while assemblies at Sequoia Union High School.

The general objectives of education are kept in mind in the planning of the assemblies, with particular emphasis placed on three major items; patriotic spirit, school spirit, and the enjoyment of pupils and faculty. Patriotic assemblies are placed just before holidays or on holidays if school is not dismissed.

These patriotic programs are participated in largely by the pupils and exert a powerful influence on the tone of the school. In assemblies intended to develop school spirit, attention is given such items as greater turn out for activities, better care of equipment, buildings, and grounds, better scholarship, better personal conduct, and greater attitude of service. For entertainment the assemblies draw liberally from the fields of literature, drama, art, and music.

Student body assemblies are presided over by the Commissioner of Student Body Welfare and

this officer has charge of arranging the programs. Faculty assemblies occur at stated intervals, many of which are placed under student body control. All assemblies are passed upon by the faculty committee as regards to the numbers selected and performance.

Student assemblies may be classed under one of several types. They are:

1. Rallies for games, plays or other activities.
2. Entertainments by classes, clubs or other organizations.
3. Educational programs by organizations.
4. Special assemblies for:

- a. Candidates for commissioners; b. Inauguration; c. Awards; d. Special rally.

Faculty assemblies have to do with citizenship training, education, and entertainment. Citizenship is emphasized through the treatment of such topics as fire prevention, thrift, obedience, courtesy, good sportsmanship, honesty, honor spirit, self-control and patriotism.

Programs are devoted to the dissemination of vocational information, civic information, and general topics. Entertainment is furnished through the medium of pictures, music, the drama, and literature.

The calendar is prepared well in advance. The entire year's program of forty assemblies is usually worked out by the latter part of September. Assemblies are so placed that educational and inspirational types alternate with the strictly entertaining type.

A summary of assemblies held in 1927-28 will serve to show how well the outline presented was followed:

Assemblies Omitted.....	8
Dramatics	7
Music	6
Lectures	6
Programs	4
Rallies	4
Dancing and Physical Education.....	2
Mock Debate.....	1
Typing Demonstration.....	1
Awards	1
Total.....	40

The needs of the school are studied and assemblies planned to meet these needs. Certain informational and inspirational appeals are made at certain times during the year. Scholarship assemblies are held at the beginning and end of the first semester. Assemblies on good sportsmanship and honor take place early in the fall.

The Librarian and the Teacher

OLIVE M. POTTER, *Librarian
Anaheim High School, Anaheim*



PROBLEM which offers great difficulty to the high school librarian is that of "selling" the library to the teachers. It is unfortunate but all too true that many teachers fail to avail themselves of the resources of the library. Too often teachers continue to send pupils year after year for the same references, when the librarian could suggest much better ones.

It would be well, also, if teachers realized how unreasonable it is to expect the librarian to give efficient service when they fail to notify her in advance that they are sending 60 or 70 pupils to secure information, for example, on the present status of the League of Nations, though there are only enough books for four or five students.

Another great difficulty is that few teachers have sufficient knowledge of card catalogs, the classification system, and other machinery of library procedure, to use them efficiently. To remedy this condition one librarian organized a library club among the teachers, which met at the noon hour once a week. The librarian discussed the resources of the library, and the teachers had an opportunity to become really familiar with the help they might get from the library in their own lines of work.

There are various other ways of interesting the teachers in the library. A librarian in a city high school gives a library tea, at which she introduces the teachers to the new books spread out on tables for their inspection. In another high school the librarian mounts book-jackets on attractive posters, and displays them on the bulletin board in the teachers' rest room.

Ways of Interesting Teachers

One avenue by which the librarian may find the way to the teacher's heart is to watch the magazines and inform the teachers of articles that may help them. In one library with which I am acquainted the librarian has a pleasant little alcove in which there is a table and a comfortable easy chair for the special use of the teacher who may wish to occupy it. On the table are often displayed interesting new books or magazines of both professional and general interest.

The best method of all is that of personal consultation. It is well to invite each teacher

to the library and show what it has to offer to help her in presenting her own subject.

In respect to the teacher's relation to the problem it is well to consider what should be her attitude personally toward books. She should herself know and love books. This applies not only to the books along her own line. An extreme case is that of a certain teacher in the primary grades who was asked if she had read a new book which was exciting much interest. Her answer was, "My land, no! I haven't read anything but first readers for ten years!"

From the Teacher's View-Point

The teacher should read books of information, of course, but she also should read books because she has an "invincible love for reading." Certainly no teacher who does not herself love books can teach her pupils to love them. "There is no work of the teacher surpassing in importance, comparable to that of teaching children to use and love good books."

From the viewpoint of the librarian there are two types of teachers, those who will and those who will not co-operate in aiding the librarian in giving efficient service. Of the first class nothing need be said. They are the joy of the librarian's heart, and this librarian devoutly hopes that St. Peter will assign them ringside seats in heaven and the newest and most melodious harps. They deserve the best.

Three Good Rules

As to the other type, much might be said. First, this type should learn to show for library rules the same respect that they expect students to show to rules they have established in their own classrooms.

Second, the teacher should inform herself on the resources of the library in her own subject. The teacher should know when to require the pupil to consult original sources and when to accept secondary material. A common experience is to have a pupil ask for material on some subject and when that material is found in the encyclopedia to have the child say, "She said I couldn't use the encyclopedia," the only other available source of information being a work of technical character quite beyond the child's understanding.

Third, the teacher should be specific in her assignments. Too often students ask for material without any clear idea of what the

teacher wants. This increases the difficulty of the librarian in finding the desired information.

The solution of the problem of the relation of the teacher to the library must be arrived at by each individual librarian with the utmost tact and good generalship that she has at her command, for on the efficient co-operation between library and teacher depends in large measure the fullest usefulness of this important department.

* * *

An Aquarium as a Nature-Study Project

MISS LA VERNE E. LARSON, Teacher
Lower Trinity School, Trinity County

THE child's fascination for living creatures, and the temperate winters of our state, make possible an all-year activity of an aquarium project.

The transferring of the aquatic and semi-aquatic beings from their native environment to the schoolroom (where their actions may be more conveniently observed), increases the enthusiasm of all the children concerned. Supplying the aquarium with inhabitants becomes a joyful privilege. It is obviously necessary to limit the number of salamanders, turtles, frogs, minnows, goldfish, beetles and other water insects, that the girls and boys will bring.

The animals' new home must necessarily be as much like their natural ones as possible. In many cases it will be advisable to have several aquaria, separating the insects and weaker animals from the larger ones to whom they might fall prey.

Water from ponds, rather than from the school supply, is more favorable to the life of the subjects, inasmuch as it contains an abundance of minute plant and animal food material. If arrangement for continuously running water in the aquarium is impossible, plants embedded in a layer of small pebbles will supply the oxygen needed by the animal life.

Rocks piled in a corner and projecting above the water afford the semi-aquatic animals an opportunity to get out of the water when they wish. Mud should not be used to anchor the plants, since the movement of the animals would keep the water constantly in a riled state.

The delegating of the responsibility in caring for the aquarium becomes a factor in civic training, since the project is the joint property of all members in the group. The two tasks in maintaining the aquarium are (1) the feeding and (2) the replenishing occasionally of the water lost by evaporation. It is unnecessary to change

the water if plant and animal life are balanced.

The selection of proper food involves observation of the animal in its natural setting. It is generally true, however, that aquatic creatures eat lesser animal life, such as tadpoles, flies, mosquitoes and other insects. If some of the food remains uneaten in the water it should be removed on the following day before it decays and causes impurity. If any of the subjects under study fail to eat, they should be returned to their original home!

Correlating the making of aquaria and insect-nets with handwork and arithmetic; the study of the interdependence of plant and animal life in the utilization and disposal of oxygen and carbon dioxide; and combining all with language and written lessons, are but brief suggestions of the extensive fields into which the work may be carried.

* * *

Driftwood Fires

IRENE WILDE is librarian of the Hollenbeck Junior High School in Los Angeles. She not only lives in the world of literature but is herself a creator of beautiful verse. Her recent volume, "Driftwood Fires", is published by the Harr Wagner Publishing Company, famed publishers of "western books by western authors" (609 Mission Street, San Francisco).

Lillian C. Ford, writing in the Los Angeles Times of this volume, points out that the poems really tell the story of a singularly perfect friendship, which continued throughout the lives of the comrades. The poem-story falls into three episodes, Flame, Embers, and Ashes, each rendered more poignant and dramatic by black and white illustrations.

As an example of Miss Wilde's magic, we here reproduce with her permission "The Boom":

*Fires are lit in shanties
Empty since ninety-three,
And ghost-ridden streets re-echo
To footsteps merrily.*

*Laughter and joking and swearing,
Clapping upon the back;
Crowds in the dingy station,
Men with pony and pack;*

*A smell of cooking in air,
And dust from flying wheels;
The braying of burros somewhere,
The whirring of automobiles;*

*A sound of dancing by night
And of women's voices plain;
An ace and an oath and gold—
The desert is blooming again!*

Persephone Laughs

MARY B. WILLIAMS, *Nurse Inspector
Kern County Schools*

GLEAMING snow on the mountains dips down to the edge of the plain And over the level valleys The benison of the rain. Persephone laughs in her prison And strains at her silken bonds; Visioning myriads of flowers And ferns with delicate fronds. Planning the rainbow garments She will clothe both hill and plain For the snow is deep on the mountains And the valleys are wet with rain.

* * *

The Willard Development Plan

ARVID E. GILMOUNT, *Santa Ana*

DESIGNED to obtain better results in character training, and viewed as an experiment in the revolutionary movement known as "the new education", expressing the modern spirit of educational theory and practice, is the "Willard Development Plan" worked out by Will S. Kellogg, principal of the Frances E. Willard Junior High School of Santa Ana. Principal Kellogg has been assisted by Mrs. Edith W. Thatcher, vice-principal of the school; Grace I. Smiley, teacher of English; and Lester W. Archer, assistant supervisor of physical education of the city school system.

The main feature of the plan is that it replaces the old demerit system, which, Principal Kellogg asserts, was negative in its check on the pupils. The development plan, said to be the first of its kind to be introduced in California schools, based on child psychology, is positive and constructive in its application to the mental, moral, and physical development of the pupil. It has the endorsement of John A. Cranston, city superintendent of schools, a member of the California Council of Education.

Under this plan the students are learning the value of developing themselves into successful citizens. The system enables them to check their improvement each semester. Each pupil starts out with a score of 0, or zero, and progresses toward 100, which indicates successful development. Points are earned according to the following schedule:

Willingness, including co-operation with teachers and pupils, 30 points. **Industry**, manifested in effort, attention and promptness in

fulfilling assignments, 10 points. **Loyalty**, shown in support of school officials, safety committee and self-governing bodies, and general school attitude, 15 points. **Leadership**, distributed over: (a) scholarship (maximum 5 points); (b) honor society, honor roll, athletics (maximum 5 points); and (c) other school activities, 15 points. **Attendance**, evidenced by promptness and regularity, 10 points. **Reliability**, reflected in honesty, truthfulness, and dependability, 20 points.

Credit, not to exceed 10 points, may also be awarded for holding school office or for special worthy acts, but cannot be used to raise the total score above the 100-mark.

* * *

CALIFORNIA Education Research Association holds its annual meeting April 12-13 at Stanford University. Group conferences will consider problems of the junior college, curriculum, administration, counseling and guidance. Richard E. Rutledge of Oakland is president of the Association.

* * *

The Twilight Borderland

GURNEY PEARSON HILL
Columbia School, El Monte

I.

THE day sinks to rest and the twilight Now broods o'er the land and the sea; The shadows are gradually deepening And lengthening over the lea; The winds with their tempest and bluster Have lapsed into quiet repose— Soft calls of the birds in the bushes— How tranquil the day at its close.

II.

How tranquil is life in the evening When struggles and trials are o'er, The strife and the stress of the noon-day Are gone to return nevermore; Then peace like a sweet benediction Seems flooding the soul with its smile, For those in the glow of the twilight Permitted to tarry a while.

III.

Then, just as the sun at its setting, The sky with dark clouds overcast, Breaks through with a brilliant radiance. Which gilds and illumines the west, So after life's storms comes the sunlight Foretelling, when past is the night, A beautiful day on the morrow Is dawning and all will be light.

Some California Veterans

SHORTLY before leaving for his new position at Washington, then State Superintendent Cooper instituted an inquiry as to the oldest living California public school teacher. The following letters have been sent us through the courtesy of Deputy State Superintendent, Sam H. Cohn.—Ed.

AFRIEND sent me a clipping from a Los Angeles paper relative to retired school teachers and asking help to find the oldest school teacher in California. I presume this means oldest in point of service.

Mrs. A. A. Miller, a veteran teacher of Tuolumne County, still living, was granted a certificate in 1875 and taught for over forty years. She has promised to give me a record of her experience and some of the "high lights" of the days when she wielded the birch.

Your humble servant passed the examination in 1877, was granted a County Certificate in June 1877, a First Grade State Certificate on June 30, 1877, an Educational Diploma June 13, 1881, and a Life Diploma in July 1886. I taught continuously from September 1877 until June 1918, and I believe that I have over 43 years to my credit.

My State Certificate is signed by Geo. C. Perkins, Governor; Fred A. Campbell, whom I knew personally, as State Superintendent; and Chas. H. Allen, Principal of the State Normal School. Of course, I knew Mr. Allen personally.

All the members of the Normal School faculty have passed on except Miss Lucy M. Washburn, who, I believe, is still in the ranks in San Jose.

My Life Diploma is signed by George Stoneman, Governor; William T. Welcker, State Superintendent; and Chas. H. Allen.

Another teacher, Mrs. M. F. Donohue, who recently applied for retirement, taught school as Miss Maria F. Kenny when I used to accompany my sister, Miss Rose E. Morgan, County Superintendent of Schools in the middle '70s. I believe that the latter was the first woman elected to that office in California.

She was graduated from San Jose Normal, having attended the school in San Francisco before its removal to San Jose.

The first State Superintendent whom I remember was Rev. O. P. Fitzgerald who, with Mr. Ebenezer Knowlton, a teacher of the San Francisco School Department, conducted an Institute in Columbia, my birthplace, when I was a school-boy about ten years of age.

Mr. Knowlton spoke on Reading, and gave an exhibition of his ability as an elocutionist by

imitating a carpenter sawing a board and planning some of his building material. Knowlton was quite a ventriloquist.

This may be interesting to you folks, and it may assist you in giving some of the ancient history of matters educational of our state.—Yours respectfully, G. P. MORGAN, Tuolumne County Superintendent of Schools, Sonoma.

I SEE that you are seeking the oldest living person holding a teacher's certificate. My mother, who is still living, was granted her teacher's certificate in this state at San Jose in 1869 or 70 and in San Francisco in 1870, I think. She was then Miss Harriet Folger, just out from Boston, with all the latest methods, and taught in San Francisco until July 1874, when she married.

She is now eighty-four and in good health, and is Mrs. J. D. Collins, 44 Valley Street, San Francisco. She still has her old certificate, as well as one she was granted (a "first grade grammar certificate") on taking the county examination in Santa Clara County in 1891 or 92. Like all the old people she loves to tell of the early days, and her heart and soul was always in the teaching profession.—Very truly yours, ELIZABETH BRONGE, (MRS. ALBERT BRONGE), Fresno.

ICAME to California in the fall of 1885. I taught one year in Nevada City, and then came to the Normal School at Los Angeles. I taught in that school until June 1919, making a total of 36 years in California.

I had previously taught in Bloomington, Illinois, for twenty years. I am living in retirement at the above address. I am not engaged in any public work. As one of the "old teachers" of California, I appreciate your efforts to give them recognition.—Yours respectfully, HARRIET E. DUNN, Los Angeles.

* * *

Spring

CLARE PERCY WESTPHAL, Fresno

LO! God's hand
And all the land
Transformed.
Dull brown of tree
A tender green.
The tired Earth
In new birth
Blue and gold and green.
O'er all a golden sheen
Of Love, triumphant.
Lo! God's hand
And all the land
Inspired.

A Ranch Project in the San Fernando Valley

LILIAN ROCKWELL VAN MEIKLE, Teacher
Van Nuys Kindergarten

THE interesting disclosure that one of our kindergarten boys owned a pony proved our starting point. Of course we all wanted to know about this pony, and next wanted to play about him. So we did, reviving the old game:

*My little grey pony is tied to his stall
 And wants to get out and play—
 Just watch him and see him jump over the stile
 And gallop and gallop away.*

We made stalls with our blocks; we tied our ponies; they broke away, galloping into the meadows. But meadows must be confined, so we bounded ours with strong fences and stout gates. Now our ponies needed sleeping quarters, so stalls within a huge barn were made and our project was well begun.

Three Weeks of Ranching

For three full weeks our ranch project carried along, with morning and afternoon groups of children participating. A plan was outlined by the children whereby the ranch should be made large enough to fill the school room, so chairs and tables vanished.

The largest blocks were to be utilized for the main buildings, the medium sized blocks for the smaller buildings, the smallest blocks, old gift blocks, for interior furnishings. A surrounding fence, made from blocks seemed to be too susceptible to knocks, so a corps of carpenters took



over the task of constructing a fence strong enough to withstand accidents.

Happy Activities Galore

Sawing and hammering proved such fun that roofs for barn and house were now measured and cut; a picket fence for the farmer's backyard was made, as well as a pump and troughs for his barnyard; a pigeon house for the loft, great sliding doors for the barn, a dog house, and countless other necessities were provided.

Next a rabbit hutch took form, but completed, where were the bunnies? Seamstresses now came forward, remedying this deficit. Later they stitched up many little sacks, in which to store the cattle feed and supplies for winter.

San Fernando Agriculture

Still other groups attended to making bins for the storehouse, bushel-baskets for the fruits and vegetables. And all joyfully contributed to bringing into the ranch the dolls, the toy ani-



mals, the alfalfa, the tiny pumpkins, the harvest itself. For here in San Fernando Valley we know well the corn fields, the citrus groves, and the truck gardens.

A happy climax arrived for us in an evening meeting of the Parent-Teacher Association. At this time we proudly displayed to our parents, relatives and friends, our completed ranch.

* * *

California and the N. E. A.

FOR the first time in a number of years, California did not secure first place in the membership of the National Education Association, as shown by the records of that Association on January 1.

The State of Ohio went in first place with 19,490 members. California ran a close second with 19,486, or only 4 behind the Ohio record. Pennsylvania, which was second last year, stands third this year, with a membership of 19,316.

The total membership in the National Education Association as of January 1, 1929, is 193,145.

* * *

AN AWAKENING

RUDOLF G. RUSTE
Ripon

AND slowly, as an ink stain
 Bounds and defines itself
 On white linen,
 Memory takes shape.
 The will and reason
 Cry in revolt,
 But memory adds detail after detail,
 Crushing hope and fear
 To numbness.

Fifty Years Ago

NELLIE F. DEMENT, *Burbank*

THE woman stood by the orchard gate,
She was tanned, and her hands were
brown.
She thought of herself, and the way she looked,
Of her shoes, and her tattered gown.
'Twas the hour of the day she loved the best,
When the sunset breeze was cool—
And she watched the road for a little group
That was coming home from school.

As they came in sight with a laugh and shout,
So glad to be nearing home,
A lump arose in the woman's throat,
For she saw they were not alone.
A sweet young girl with a dainty grace,
Held the wee one by the hand,
And came with a buoyant happy step,
In the midst of her little band.

"I know my coming is a surprise,"
And she kissed the smooth brown cheek,
And held in her own the toilworn hand,
"I am visiting homes this week."

"I am so tired," the mother said,
"Of these weary working days,
They lead me nowhere but along
In the same old shabby ways.
You have your liberty and your life,
Your friends, and your hours of ease,
But I, till the rest of my youth is gone,
Must struggle along with these."

"The cooking is such a thankless task,
And cleaning is always here,
And washing and mending fill the days,
From year to end of year.
I was married young to the boy I loved,
Then I gladly took the vow,
But so many trials have come to us,
We forgot the loving now."

And the girl who was teacher, and friend, and
pal
To her children every day,
Had an echoing chord in her woman's heart,
And she answered her this way:

"Ah little mother, your task is hard,
But the pay is manifold.
The gifts that are yours are gifts of love,
That cannot be bought for gold.
Some day you'll wish, when they are gone,

Out in the world to roam,
That you might stand by the orchard gate,
And wait for their coming home."

* * *

A Row of Lighted Windows

DOROTHY E. FRANKE, *Compton*

A ROW of lighted windows
And what they mean to me—
A turquoise fluff of skyline,
A eucalyptus tree,
Cloud castles limned in sungold,
A stripling fir tree tall,
Such greens—escaped from Eden—
Red roses against a wall.

Tall John drones out a question
That is a swift recall
To the humdrum of the classroom:
When I'd escaped it all.

There's Jim, who is an open book,
And Mary, elusive, sweet,
And Pete, a prickly person,
And a wriggling mind to beat.

And Faith whose face is lighted
As my windows are to me:
Some
So avid for education
Others
Educate me? Well, let's see.

But though routine presses sternly,
A radiance wings from far
And silts its way in softly,—
Softly lilting to my heart.
A row of sunny windows,
An out-of-door world, wide, free;
A row of lighted windows
And what they mean to me.

* * *

"*The Pilgrim's Progress of John Bunyan*" is a dramatized version of certain scenes in Bunyan's own words, arranged by Wilton Rix. This little volume of 80 pages is published by D. Appleton and Company of New York; \$1.25. This company also issues "The Appleton Modern Plays," edited by Frank Shay.

* * *

Basket Ball for Women with special reference to the training of teachers, by Lou Eastwood Anderson, formerly instructor in physical education and hygiene for women at the University of Washington. Frederick E. Bolton of that university has written the introduction. Mrs. Anderson has also written books on tennis and other sports. The present very practical volume of 135 pages, with many illustrations, is published by the Macmillan Company.

What Is the Matter with Algebra?

Perhaps one of the serious troubles is the attempt in some schools to use texts written for the conservative courses of study, and the selected pupil of twenty years ago.

THE SOLUTION

A modern text adapted to the teaching conditions and types of pupils found in senior and junior high schools *today*. The most important change is the inclusion of features that give meaning and life to the subject. With all these new features the standard requirements are fully satisfied.

Algebra for Today

by

William Betz

*Specialist in mathematics for the
senior and junior high schools of
Rochester, New York.*

Meets the demands of modern courses of study and is the result of years of careful experimental teaching in many classes.

PUBLISHED THIS SPRING

WRITE FOR A COPY

Ginn and Company, Publishers

45 Second Street, San Francisco

Play Days and Holidays

AS the end of the school year approaches many modern parents find themselves looking forward to the long weeks of leisure with some trepidation for they realize that the old adage about Satan and idle hands is quite as true today as in olden times when our grandmothers cross-stitched it upon samplers.

For as cities have grown and city living conditions have spread, parents are finding that the wholesome use of leisure presents a problem. Most of the old after-school tasks have disappeared and play space in even our smaller towns grows less and less as traffic grows in the streets and new buildings spring up on vacant lots.

Parents are discovering that play is one of the great human needs, for physicians have added recreation to the list of health essentials. Proper food, rest and sunshine, necessary as they are, are not quite enough it seems, for either children or grown-ups. Educators tell us that such important lessons as sportsmanship, self-control and social co-operation are best learned upon the playground, while psychiatrists urge outdoor play as the remedy for overstrained nerves.

Play for All Children

Most towns now have school playgrounds and gymnasiums and the newer city parks are being planned as play parks. But all too often those play spots mean sports for only a few of our children. School football or baseball squads and track teams need the lion's share of the playing space if they are to develop skill that will triumph over all rivals. So the playing fields are cleared of all but "championship material!"

The youngsters who are not notable players are relegated to the side lines where they may learn to know all the technical "ins and outs" of the game but never know the joyous activity which lifts the player above all thoughts of self-consciousness, and out of the dull routine of everyday life.

But communities today all over the country are studying their recreational facilities as never before. In many of these, through the co-operation of such organizations as the American Child Health Association, the Playground and Recreation Association of America and the Women's Division of the National Amateur Athletic Federation, the idea of Play Days to replace "one-team" games is being developed as the best method for getting children "off the bleachers and into the game." And the Play Day

idea has fresh impetus this year in the slogan adopted for May Day, Child Health Day:

"Make May Day Play Day—Youth is the Strength of America: Make American Youth Strong!"

But just how does a Play Day differ from a championship game or track meet? Wouldn't better playgrounds and more teams accomplish the same purpose? The whole crux of the matter lies not in the fact that large groups play together, but rather that Play Day teams are made up of an equal number of children from each participating school and that the emphasis is placed upon the joy of playing rather than the triumph of victory. Larger groups, it is true, play, and they play in a greater variety of sports but it is the change in the spirit of the thing that really matters.

No longer need children, in a community where Play Days are the rule, feel timid about taking up space on the tennis courts even if they are not "championship material,"—for the "game's the thing!"

Develop outdoor hobbies for the child and the child's leisure problem is partially, at least, solved, for while passive entertainment may easily degenerate into "time-killing", recreation means activity and wholesome activity means mental, physical and spiritual growth.

A Message Concerning the P.T. A.

A CALL is made to progressive teachers and educators, to bring to light the facts upon which the following paragraph, on page 116 of the book "Parents and Teachers" by Martha Sprague Mason, is based:

"Parent-teacher associations, such as were then to be found in small numbers in Pennsylvania, Illinois, and California, where progressive teachers had begun to realize the necessity of educating the whole child, were recognized as the logical channels for the development of this interest and were adopted and promoted by the National Congress of Mothers as the expansion of the national movement."

It is very important to bring out this real start of the Parent-Teacher Movement in order to secure united action of parents and teachers to work for the education of the whole child and of every child.—MRS. P. H. SHIMMIN, Patterson.

The equipment of two railway cars as an experimental "school on wheels" to meet the needs of children in outlying settlements of Northern Ontario has proved a decided success. The cars visit six to eight settlements a month, stopping at each place for three to six days' instruction, the children being provided with home-work for the intervals.

Announcing

The New

Gregg Shorthand Manual

[Anniversary Edition]

Ready May 1, 1929

A scientific presentation of the principles of Gregg Shorthand in accordance with the latest pedagogical procedure, marking a stimulating step forward in the teaching and learning processes, and furnishing an invaluable contribution to commercial education.

Salient Points

1. In the New Manual shorthand is distinctly presented as a skill subject. The principles and wordsigns are arranged in the order of their frequency in the most commonly used words. Under this arrangement a useful business and general vocabulary is acquired with astonishing rapidity. As an illustration, the mastery of the first chapter alone will enable the student to write 42 per cent of the words encountered in nontechnical English. Further illustration of the correctness of this approach is found in the fact that short business letters can be introduced in the first chapter. The motivating influence of this procedure will be at once recognized.

2. The rules are more simple, direct, and definite, and abundant drill is provided for each. In harmony with modern pedagogy, the rules have been relegated to their proper place—in the background of the learning process of a skill subject.

3. The principles are presented in 12 chapters, instead of the 20 lessons appearing in the present Manual, making possible a marked reduction in the time of learning. Measure this economy in dollars and cents to the hundreds of thousands who annually study shorthand. Prefixes and suffixes have been considerably reduced to conform to the findings of our scientific research, and are introduced in the order of frequency.

4. Each chapter is subdivided into three short logical teaching units. The reading and dictation material has been more than doubled. The book contains 36 pages of graded business letters and sentences in shorthand, and 12 pages in type to furnish constructive practice.

5. The pedagogical organization of the book is greatly enhanced by the use of larger type and a bolder, more easily read style of shorthand than is employed in the present Manual.

You will be delighted with the ease and rapidity with which useful stenographic skill may be developed by the procedure in the new Gregg Shorthand Manual.

Place your order at once with our nearest office

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A Classroom Teachers Conference

IDA B. HUCK

*Chairman of C. T. A. Bay Section
Classroom Teachers*

EACH individual member of the profession has a personal responsibility. He is finding an opportunity to express it and to show it.

One may put full faith in the idea that the entire profession, and not merely a smaller group, shall determine educational policy and practice. Teacher participation is rapidly advancing to its full meaning.

The teacher's keenness of mind, fineness of heart, and nobility of spirit are the great factors in the teaching situation. Anyone who is fit to assume the responsibility of guiding the youth may well take his part in professional organization and in community affairs.

Some of the greatest problems are still unsolved, but with the splendid spirit of co-operation growing in breadth and in scope, there is much hope for the future. The interpreting to the public of the newer conditions and ideas of the teaching profession promises much hope for the future.

To bring about a clear conception of the problems confronting the teaching personnel and to work out the solution by the exchange of constructive thinking of those who are coping with them daily, it was thought that a formation of a Classroom Teachers Conference might assist.

An invitation is extended to each and every club (that is founded primarily in the interests of education) to send a delegate as spokesman for that particular group, to present their problems to the united group for co-operation and take back a comprehensive report for their consideration. It is hoped that this method of teacher enlightenment will meet with earnest thought and hearty co-operation of those for whom it was primarily planned, for those who are on the firing line.

* * *

Literary By-Paths

This collection of essays is compiled and edited by Mabel A. Bessey, head of the department of English, Bay Ridge High School, Brooklyn, New York, and Monica D. Ryan, teacher of English in the same school.

It comprises 375 pages and is published by Lyons and Carnahan of Chicago and New York.

In addition to the 35 essays, there are notes and questions, suggestions for essay writing, specimens of student themes, and a list of titles. It is a useful work book for English classrooms.

California Junior Colleges and Junior High Schools

Two Noteworthy Projects

DR. NICHOLS RICCIARDI, chief of division of city secondary schools, State Department of Education, reports the projecting, in the selected representative junior colleges in California, of the experiment in orientation courses which is being conducted in Stephens College, with the help of Drs. Judd, Koos and Zook, as members of an advisory committee, and with Dr. Charters as director of the experiment.

The California Committee on Co-operation comprises: Dean B. M. Woods, University of California, Berkeley; John A. Sexon, city superintendent of schools, Pasadena; Dr. Wm. M. Proctor, Stanford University; Dr. F. W. Weersing, University of Southern California; Merton E. Hill, principal, Chaffey Junior College, Ontario; Homer Martin, president, Association of California Secondary School Principals, Santa Barbara; N. Ricciardi, chief, division of city secondary schools, State of California.

Dr. Ricciardi is working with Dr. Wm. P. Proctor, of Stanford University, in the preparation of a symposium volume on "The Junior High School" similar to the volume recently published on the Junior College in California.

Among those who will collaborate in the preparation of this volume are: Mrs. Helen S. W. Pierce, assistant superintendent of schools, Los Angeles; Wm. F. Ewing, assistant superintendent of schools, Oakland; C. A. Anderson, principal, Hamilton Junior High School, San Francisco; Harold B. Brooks, vice-principal, Washington Junior High School, Long Beach; Wm. J. Kircher, principal, La Cumbra Junior High School, Santa Barbara; F. H. Sutton, principal, Fresno Technical School, Fresno; J. R. Overturf, deputy superintendent of schools, and Dr. James Bursch, director of research, Sacramento; Dr. V. E. Dickson, director of bureau of research and guidance, Berkeley; J. G. McNeely, principal, Lincoln Junior High School, Santa Monica; Miss Louis K. Fleming, Theodore Roosevelt Junior High School, San Jose; H. C. McMillin, principal, Sturges Junior High School, San Bernardino; Louise Van Metre, dean of girls, Sturges Junior High School, San Bernardino; George H. Meredith, assistant superintendent of schools, Pasadena; Arthur Gould, assistant superintendent of schools, Los Angeles; Andrew P. Hill, Jr., chief, division of school-house planning, State Department of Education, Sacramento; William A. Kearns, supervisor of physical education, San Diego.

Modern Schools Use Novel Method to Interest EVERY Child in Musical Training

To engender not only an interest in music but a real enthusiasm for it on the part of every boy and girl, modern schools have found nothing more effectual than the novel method of introducing the harmonica into the regular musical curriculum.

So quickly and so easily can the average youngster master the harmonica to the point of playing with accuracy and expression that without consciousness of it, they rapidly acquire a thorough grounding in the fundamentals of music. They become excellent sight readers and as their ability increases, they soon become inspired with a keen desire for greater skill and achievement.

Step by step, then, so strong is the fascination of the harmonica that it is an easy matter to guide them into an appreciation of the best in music—

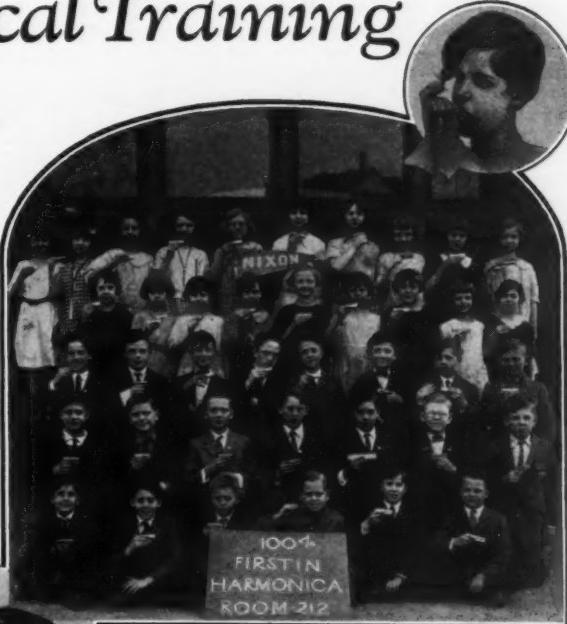
Effortless Training— Superior Results

The value of the harmonica lies not alone, however, in arousing an active interest for music on the part of the pupil. From the teacher's viewpoint it is likewise most effective. It minimizes to an immeasurable extent the endeavor, effort and time usually expended in musical training—and at the same time achieves results far beyond the usual.

Few, indeed, are the pupils, no matter how backward and listless they ordinarily have been in the study of music, who are not led into a real love for it through the lure of the harmonica.

Regardless of the ability of the student to "carry a tune" the use of the harmonica indelibly registers on his mind, tones which are absolutely true and thus steadily trains him to correct musical perception.

Instead of the music of the street they learn early in life to love the masterpieces of famous composers — classic and modern — and with this interest aroused, it is but a step to the study of the biography of these composers and the history of their times. Most important of all, the desirable mental traits and characteristics developed thru playing this instrument almost invariably extend to the pupil's other studies and activities—and have a decidedly favorable influence on the general upbuilding and formation of his character. Indeed, so pervasive is its influence that it makes school attractive even to the unruly child and the retarded pupil.



Nixon School pupils have formed a real orchestra out of their harmonica players

Practical Helps for Teachers

So many teachers and music supervisors have inquired regarding the value of the harmonica in group as well as individual instruction that an exhaustive study of results in many schools has been prepared in the form of a brochure entitled "The Harmonica as an Important Factor in the Modern Education of Girls and Boys." To teachers and others in authority this brochure will be sent without charge upon request.

Illustrated instruction books, four-part harmony charts and individual "part" cards for each pupil are also available gratis. With the aid of this material, teachers and music supervisors in hundreds of schools have found harmonica instruction simple and results gratifying.

M. Hohner, Inc., Dept. 551-D,
114 East 16th St.,
New York City

Gentlemen:

Please send me your free brochure on "The Harmonica as an Important Factor in the Modern Education of Girls and Boys."

NAME.....

ADDRESS.....

Devastated America

A letter from Gifford Pinchot

The Editor,

Sierra Educational News.

Dear Sir:

For the past decade and more the essential fact about the forest situation in America has been winked at or overlooked in most public discussions of the subject. This fact is that our forests are disappearing at a rate that involves most serious danger to the future prosperity of our country, and that little or nothing that counts is being done about it.

Out of 822,000,000 acres of virgin forest only about one-eighth remains. Half of that remaining eighth, roughly speaking, is held by the Government and is safe from devastation. The rest is being cut and burned with terrible speed. And there is nowhere in the world anything like a sufficient supply of the kinds of timber we use to take the place of what we have destroyed.

The foregoing statement is taken from the introduction to a pamphlet by Major George P. Ahern, entitled "Devastated America". Major Ahern established the Philippine Forest Service, organized the protection and utilization of forty million acres of public timberlands, and not only laid the basis for a perpetual succession of timber crops, but earned cash enough to pay all the expenses of administration, all the expenses of the Philippine Forest School (which he founded), and four million dollars to boot for the public treasury.

This outstanding success in forest conservation in the Philippines was built on Government control of lumbering. That is and has always been the foundation of such success throughout the world. And throughout the world the right of the Government to exercise such control in the public interest is recognized. Forest devastation in the United States cannot be stopped without it.

Forest fires are steadily growing worse in America, and fire prevention is absolutely indispensable. But the axe carelessly used is the mother of forest fires. The axe and not fire is our greatest danger. Until the axe is controlled there can be no solution of the fire problem, or of the problem of forest devastation.

Over the National Forests, which cover one-fifth of our ultimate possible timber-growing area, we have established Government control of the axe. These forests are safe, they are well handled, and they will produce larger and larger crops of timber as time goes on. Over the other four-fifths of our forest land the axe holds unregulated sway.

Either we must control the axe on these privately owned lands, or the forests that are left will follow the road of those that are gone already.

The lumber industry is spending millions of dollars on propaganda in the effort to forestall or delay the public control of lumbering, which is the only measure capable of putting an end to forest devastation in America. It is trying to fool the American people into believing that the industry is regulating itself and has given up the practice of forest devastation. That is

not true, and Major Ahern has proved it beyond question in his most valuable paper. We are still sowing the wind, and the whirlwind is not far off.

Sincerely yours,

GIFFORD PINCHOT.

Milford, Penna.

* * *

The Flower Parade

CECILE B. CANAN

Lincoln Annex School, Fresno

"**S**PRING has come", the bluebird sang, "And I am glad", said I. The Spring Parade of lovely flowers Will now be passing by.

The snowdrop waves her snowy plumes
And leads the others on.
Pink shooting-stars and grassnuts blue
Come marching one by one.

Wee buttercups and violets
And fairy bluebells ringing,
Are gone before the lupine tall,
Her flag of blue comes flinging.

The daisy and the tidytip,
In colors none can copy,
March just before their flower Queen,
The California Poppy.

With fiddle-necks and trumpet-flowers,
And willow whistles shrill,
The flower band comes piping on;
We hear it o'er the hill.

On they come across the spring—
These fair-faced friends of ours:
Each happy in his chosen place:
Our hats off to the flowers!

* * *

NATIONAL Music Week will be observed May 5 to 11. The national headquarters are at 45 West 45th Street, New York City, from whence California teachers may obtain much helpful material. In the plans for this great national observance much attention is given to public school music. The secretary and director is C. M. Tremaine.

* * *

WALTER WHITE, principal of the Ceres Grammar School, reports that this is the fourth consecutive year that the Ceres Grammar School, composed of sixteen teachers, has been 100 per cent enrollment in the C. T. A. He states, "We enjoy reading the Sierra Educational News."

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Lower Grades, 276 pages, Price \$0.72. Middle Grades, 321 pages, Price \$0.80.
Higher Grades, 528 pages, Price \$0.96.

Each of these books presents work for two years. Throughout, practice in effective and correct oral and written expression is the keynote. Special provision is made for individual differences by offering a great variety of exercises. Language errors are treated scientifically. To increase the pupil's vocabulary a great many exercises are provided on word study, synonyms, and variety of expression. Systematic and continuous drill is furnished in numerous reviews and tests. The projects are definite and involve interesting familiar material.

The authors are: HENRY CARR PEARSON, formerly Principal of Horace Mann School, Teachers College, Columbia University and MARY FREDERICKA KIRCHWEY, Instructor in Horace Mann School, Teachers College, Columbia University

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NOTES AND COMMENT

Association of Amateur Laboratories

W. A. BLACK, instructor in the Garfield High School, Los Angeles, is director of a new association entitled the Association of Amateur Laboratories.

This association is strictly a science organization, dealing with the fields of physics, astronomy, chemistry, and biology. There are two main objectives:—one is leadership in science and the other is connection between the classroom and industry. The society proposes to establish an enjoyable acquaintance with scientific knowledge, and envelop an active interest in science pioneering. It seeks to fill the breach between classroom theory and the practical demands of commerce.

The founders are offering to the scientifically-interested public an organization established on the principles of our staid institutions, and recognized by both industry and education. And, in addition to the general aims previously stated, they propose specifically to:

1. Unite the amateur scientists, develop interest in what each is doing, and cultivate their mutual assistance;
2. Promote facilities for their quick access to the best works, and for an extensive acquaintance with the domain of science;
3. Offer opportunity for intensive practical study in the field of their major interest;
4. Procure instruction in the methods and processes of industry; and
5. Develop professional contacts.

For further information Mr. Black may be addressed at 928 Amalia Avenue, Los Angeles, California.

Mrs. W. C. Eggert, publicity chairman of the Parent Teachers Associations, San Francisco, has prepared an interesting report concerning the methods used in that city to stimulate interest in the Parent Teachers Association movement. Mrs. Alice Norton, principal of the Andrew Jackson School, has developed an interesting plan whereby the children make posters for the membership campaign. These were exhibited at the meetings and were also used in the public press.

Lorenzo D. Inskeep, Berkeley, one of the pioneer teachers of the Pacific Coast, recently passed away. He graduated from Dennison University in 1881, was a professor in Alabama, came to California in 1887, and was senior professor at the old California College in Oakland. He later was principal of the Melrose Heights and Hawthorne Schools in Oakland and then became instructor in the Merritt High School. Mr. Inskeep was widely known in California high school circles and was active in many civic enterprises.

Miss Vern Moran of Healdsburg High School calls attention to the national observance of "Kindness to Animals Anniversary" to be held April 15 to 20. She states, in a letter to the editor, that while she was writing she was told that there were "eight or ten men, American-born, on a certain ranch, shooting robins. These American-born men must have received a grammar school education, but manifestly something was left out of it".

"Contrast such as this with the attitude of Herbert Hoover, who, during his relief work in the Mississippi flood district, caused runways to be built for the refugees' dogs, and had the bird-seed for their canaries charged to his personal account, since it was not on the Government rations list. He was not too big nor too busy to make provision for the comfort of these little folks."

* * *

California Public School Music Conference held its annual meeting in San Francisco March 25-26-27. Headquarters were at the Hotel Fairmont. Among those participating in the program were Dr. Joseph Marr Gwinn, president of the California Teachers Association; Professor Peter W. Dykema, Columbia University; Mr. Samuel Hume, of the State Department of Education. Miss Minerva C. Hall is president of the conference. The program included a great variety of musical features, including demonstrations of broadcasting concerts.

* * *

Annie L. Hicks of Springfield was so much impressed by certain addresses at the Tulare County Teachers Institute, that she has prepared an interesting statement on Spiritual Hygiene. She declares that "in this chaotic state of the world's history there is a crying need for some potent force for good to bring the rising generation out of the condition in which we teachers find them. It seems to me that educators need the 'Spirit of Truth' to meet this present emergency. We require teachers of 'Spiritual Hygiene' in our schools."

* * *

El Centro Junior College is making notable progress and now enrolls sixty pupils. A bond issue for a junior college building will soon be voted upon. The amount is \$150,000. An eleven-acre site was acquired six years ago according to W. M. Culp, of the Harr Wagner Publishing Company.

* * *

Superintendent C. R. Price of Calipatria, reports a 25 per cent increase in high school enrollment there. Mrs. Erma McCullough is principal of Bonita school, which is devoted exclusively to Mexican children.

* * *

Mrs. Grace T. Pearce, principal of Escalon Grammar School in San Joaquin County, reports that her pupils are editing and managing a school paper "The Demonstrator."

When Making Your Book Orders

FROM now until June is a busy period with most California teachers and time is valuable. To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save

you time and also the time of those who place the orders.

The list is of advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

Whenever possible buy from the firms who advertise in your magazine—the Sierra Educational News.

Directory of School Book Publishers, 1929

A. B. C.—American Book Co.	121 Second St., San Francisco
Appleton—D. Appleton & Co.	149 New Montgomery St., San Francisco
Bradley—Milton Bradley Co.	554 Mission St., San Francisco
Bridgman—Bridgman Publishers.	Pelham, N. Y.
Century—Century Co.	353 Fourth Ave., New York City
Compton—F. E. Compton & Co.	60 California St., San Francisco
Denoyer-Geppert—Denoyer-Geppert Co.	Drawer B, So. Berkeley
Denoyer-Geppert—Denoyer-Geppert Co.	Box 635 Arcade Station, Los Angeles
French—Samuel French.	811 West 7th St., Los Angeles
Gabriel—Samuel Gabriel Sons & Co.	74 Fifth Ave., New York City
Ginn—Ginn & Co.	45 Second St., San Francisco
Globe—Globe Book Company	175 Fifth Ave., New York City
Gregg—Gregg Publishing Co.	Phelan Bldg., San Francisco
H. McC. Co.—Hall & McCreary Co.	430 So. Wabash Ave., Chicago
Hoffman—Ruth Crocker Hoffman.	460 Grand Ave., Riverside
Houghton—Houghton Mifflin Co.	612 Howard St., San Francisco
Iroquois—Iroquois Publishing Co., Inc.	Syracuse, N. Y.
Laidlaw—Laidlaw Brothers.	149 New Montgomery, San Francisco
Lippincott—J. B. Lippincott Co.	2244 Calumet Ave., Chicago
Little—Little, Brown & Co.	34 Beacon St., Boston
Looseleaf—Looseleaf Education, Inc.	40 S. 3rd St., Columbus, Ohio
Lyons—Lyons & Carnahan.	221 E. 20th St., Chicago
Macmillan—Macmillan Co.	350 Mission St., San Francisco
Merriam—G. & C. Merriam Co.	Springfield, Massachusetts
Merrill—Chas. E. Merrill Co.	1308 Burbank Ave., Alameda
Nystrom—A. J. Nystrom & Co.	45 Second St., San Francisco
Owen—F. A. Owen Publishing Co.	554 Mission St., San Francisco
Rand—Rand McNally & Co.	559 Mission St., San Francisco
Row, Peterson—Row, Peterson & Co.	149 New Montgomery St., San Francisco
Sanborn—Benj. H. Sanborn & Co.	3835 W. 28th St., Los Angeles
School Arts—School Arts Magazine	424 Portland St., Worcester, Mass.
Scott—Scott, Foresman & Co.	149 New Montgomery St., San Francisco
Silver—Silver, Burdett & Co.	149 New Montgomery St., San Francisco
Stanford—Stanford University Press.	Stanford University
Teachers—Teachers Co-operative Center.	432 Sutter St., San Francisco
Technical—Technical Book Co.	525 Market St., San Francisco
Vinal—Harold Vinal, Ltd.	562 Fifth Ave., New York City
Wagner—Harr Wagner Publishing Co.	609 Mission St., San Francisco
Weber—C. F. Weber & Co.	601 Mission St., San Francisco
Wiley—John Wiley & Sons, Inc.	525 Market St., San Francisco
Winston—John C. Winston Co.	149 New Montgomery St., San Francisco
World—World Book Co.	149 New Montgomery St., San Francisco
Zaner—Zaner-Bloser Co.	Columbus, Ohio

Eliza D. Keith, principal of the Sherman School, San Francisco, recently retired after a long period of service. Miss Keith was at one time president of the Native Daughters of the Golden West.

Mr. Tracy Randall Kelley is Pacific Coast representative of the editorial department of the Oxford University Press of New York City. Mr. Kelley's headquarters are at 2309 Ellsworth Street, Berkeley. His territory comprises the eleven western states; his work features the secondary schools, colleges, and universities. At one time Mr. Kelley was district superintendent of schools of Westwood, in Lassen County. He later was connected with the University of California and is widely known in California educational circles. The Oxford University Press is one of the world's great and scholarly publishing houses.

The California State Association of **Rural School Supervisors, Northern Section**, recently held a meeting at the Chico State Teachers College. Miss M. L. Richmond presided. The meeting endorsed AB 611, which is designed to increase rural supervision. Ralph W. Camper is secretary of the Northern Section.

The 1929 World Essay Contest of the American School Citizenship League is announced by Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Massachusetts.

For students in teachers colleges the theme is: "The influence of education in eliminating war." For seniors in secondary schools the theme is: "Above all nations is humanity." Prof. C. E. Rugh of the University of California and Mrs. Susan M. Dorsey of Los Angeles, are two of the six judges.

The California School Library Association, Northern Section, has the following officers: **President**—Katherine D. Steele, San Mateo Junior College; **Vice-President**—Ruth Seymour, Tamalpais Union High School, Sausalito; **Treasurer**—Mary Elizabeth Fox, Fresno State Teachers College; **Secretary**—Polly Hatch, Polytechnic High School, San Francisco; **Director**—Dorothy Clark, Fremont High School, Oakland.

Miss Elizabeth Patton of Garfield Junior High School is chairman of the publicity committee. Mrs. Elizabeth Madison of Oakland is editor of the California school library yearbook.

Mrs. Edna Orr James, rural supervisor of San Joaquin County, states that San Joaquin County's public health organization is nationally known for its efficiency.

Gretchen L. Libby and Harold C. Bryant, two widely known Californians, are co-authors of a valuable illustrated bulletin "Bird Study for California Schools," which may be obtained from the State Fish and Game Commission.

The Taft Teachers Club

THE Taft Teachers Club was formed to fill a long-felt need. We organized last fall, and at present have ninety members. Milton G. Ross is serving his second term as president.

Meetings are held once a month. Several meetings a year are given over to social activities, others to educational programs, and some meetings, necessarily, are devoted to business matters. Two dances have been sponsored by the club. Invitations to these dances were issued to townspeople, friends of the members, thus bringing about a closer bond of friendliness with the community. Some of the social activities are for the club members only, to give the teachers of various departments, who see each other but seldom, a chance to become acquainted.

The spring activity program calls for a card party to be given in the school gymnasium, and on a later date a speaker to be brought in from the outside who will talk to both parents and teachers on matters of interest to both. An outdoor picnic will conclude the school year.

This club in our community is watched with interest by those both in and out of the profession. We feel that we are helping to interpret education to the public, and we know that we are a force in molding public opinion on educational matters.—Margaret Morrice, Corresponding Secretary, Taft.

To Study Mexican Children

IN accordance with recent action of the San Bernardino County Teachers Institute, a committee has been appointed by the County Superintendent, Miss Ida Collins, as follows: Ward W. Leis, chairman, superintendent, Fontana; Mrs. Jessie Merry, principal, Ontario; Mrs. Katherine Murray, principal, Cucamonga; Fred W. Clooney, superintendent, Victorville; Miss Beaulah Paul, principal, Redlands.

This committee has outlined the work and a number of teachers from all parts of the county are already making their investigations in five adjoining counties to determine the best practices employed in Mexican schools. From the results of this survey a new course-of-study will be made.

Paul E. Stewart, City Superintendent of Schools, Santa Barbara, has accepted re-appointment there on a four-year contract, at his present salary, and with a substantial increase of salary for the last two years. His new term will start on July 1. Mr. Stewart has served as Santa Barbara superintendent for ten years and has made an excellent record as a progressive and capable administrator. He has held a number of prominent positions in the California Teachers Association, including the presidency of the Southern Section.

Dean S. Richmond, district superintendent of Brawley Grammar Schools, reports an increase of over 500 pupils and the employment of eight additional teachers. The Brawley High School and Junior College now has nearly 350 students. Percy E. Palmer is principal.



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[[The Portable Bleachers in the New Ice Skating Rink, San Francisco,
seating 2000, is a "Weber" installation.]]

J. J. Finney, principal of the Crystal Elementary School at Suisun, reports a 100 per cent enrollment of his staff in C. T. A. membership for the past three years and for this year. Mr. Finney reports another highly creditable record of this school: In 1920, fourteen pupils graduated from this school. Twelve of this class graduated from high school, one did three years high school, and one graduated from business college. In 1928 two graduated from teachers' colleges and three from universities; (two from the University of California and one from Santa Clara).

* * *

The School Men's Club of Humboldt County met recently at the Humboldt State Teachers College. Professors Leo Schussman and Horace Jenkins were in charge.

Dinner was served at 6 o'clock and was followed by a short business session with Vice-President H. B. Stewart of Arcata presiding.

The greater part of the evening was spent in a discussion of the question "How may the principles of efficiency be applied in the modern school?" The discussion was led by Mr. J. E. Doren of Eureka, president of the club, and was divided into two sections:

(a) Efficiency as a result of organization:

1. Line organization for offense and destruction.
 2. Staff organization for defense and construction.
- (b) The twelve principles of efficiency as outlined by Harrington Emerson:
1. Clearly defined ideals.
 2. Common sense—supernal common sense vs. near common sense.
 3. Competent counsel.
 4. Discipline.
 5. The fair deal.
 6. Reliable, immediate, and adequate records.
 7. Dispatching.
 8. Standards and schedules.
 9. Standardized conditions.
 10. Standardized operations.
 11. Written standard practice instructions.
 12. Efficiency rewards.

The next meeting of the club will be held in Fortuna. The following topic will be discussed: "How to Measure the Efficiency of Our Instruction (a) In academic branches; (b) In vocational and industrial branches."

* * *

President Frank W. Thomas, of the Fresno State Teachers College, calls attention to the notable work of a committee appointed by the California Tuberculosis Association on the problem of training teachers to carry on an adequate health problem.

* * *

The San Francisco Teachers Salary Committee, of which Con Davis is chairman, reports that the teachers of Oakland had just received a large flat increase of \$10 per month. Minneapolis had established the advanced maximum of \$1500 per year for elementary teachers. Seattle had increased salaries by a "bonus." Berkeley and Alameda teachers had received increases.

* * *

Mrs. Thelma Starr is kindergarten-primary editor of the San Francisco Teachers Bulletin.

Mary E. Keegan is first vice-president of the San Francisco Classroom Teachers Association and has a splendid record of professional service.

* * *

Sven Lokrantz, director of the Los Angeles City Schools, Division of Health and Corrective Physical Education, reports that there are about 8,000 children with heart defects attending the Los Angeles City Schools.

* * *

Minerva C. Hall of Long Beach, is president of the California State Music Teachers Association; Mr. Herman Trutner, Jr., of Oakland, is vice-president.

* * *

Charlotte Estes, principal of the West Portal School, San Francisco, reports a 100 per cent enrollment of the faculty of her school in the C. T. A., the San Francisco Association, San Francisco Classroom Teachers Association, San Francisco Parent Teachers Association and the N. E. A.

* * *

Annie Mary Boyd, teacher of the sixth grade children in the Buchanan Street school, Los Angeles, reports some delightful poems written by her pupils. The following is by Grace Booth, entitled "The Trees":

There are many different kinds of trees,
And we do love them all
Sometimes the wind doth blow so hard
I surely think they'd fall.

* * *

Florence Duvall Mount is editor of the Los Angeles School Journal with headquarters at 304 Trinity Auditorium.

* * *

L. Alice Sturdy, president of the Los Angeles Junior High School Music Teachers Association, announces many interesting activities in the year's program of that society.

* * *

Homer T. Aker, district superintendent of Holtville schools, is developing a remarkable program of vocational guidance there.

* * *

Eva L. McPhail, principal of the Frederick Forrest Peabody School, San Diego, reports a high enrollment by her faculty in professional organizations.

* * *

M. E. Worthley of the Garfield High School, Los Angeles, writing of the joys of teaching in California, states: "Glorious climate, glorious Western country with a thrilling history, a chosen people buoyant health for the asking, a live generation of open minds to unfold! What a crime not to find and claim all the daily joy of it!"

* * *

Willis T. Newton of the Manual Arts High School makes the following interesting statement concerning Los Angeles school expenditures: Los Angeles outranks every other city in the country except New York and Chicago in school enrollment; but of the twelve largest cities it has more pupils per teacher than any except Chicago and St. Louis, and spends less per pupil than any but Chicago, Detroit and Baltimore, and less per teacher than any except Detroit, Baltimore, Pittsburgh and Buffalo.

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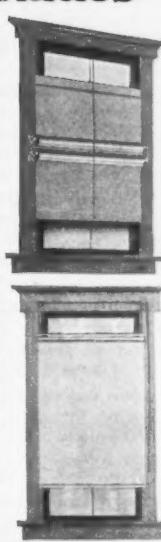
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Administrative Women in Education

NATIONAL Council of Administrative Women in Education is, as its name signifies, an organization of nation-wide scope. One unit is designated "The California Bay Section."

We are in touch with administrative affairs in education and strive to co-ordinate and unify all the professional interests of women engaged in educational lines. At the same time, the organization makes a study of educational problems of general interest such as certification, tenure, sabbatical leave and general administrative questions.

All Administrative Women in Education of the Bay region should join the National Council—California Bay Section. The dues are nominal—one dollar per year. All applications for membership and all dues will be received by Lillie M. Kinney, Secretary, 440 Geary Street, San Francisco.

At our Spring luncheon, April 6 at the Sir Francis Drake Hotel, we are to have an interesting program. Our new Chief, Vierling Kersey, will address the group for the first time on "California in Education." W. T. Helms, Superintendent of Richmond Schools, will speak on "Some Objectives in Supervision." Bertha Roberts, Assistant Superintendent of San Francisco and Edith Pence of Galileo High School will present outstanding features of their recent trips made in the interest of education. Miss Genevieve Carroll will discuss "Pending Legislation."

If you do not receive further notice of this meeting, kindly reserve the date. Reservations may be made with Lillie Kinney, 440 Geary Street, San Francisco, or with Nora Ashfield, President, Richmond.

* * *

Financed Foreign Travel for Teachers

WITH the general public educated to making time payments in the purchase of almost every class of merchandise, it is remarkable that, until today, the travel industry has remained on a cash basis. No matter how urgent the call of business, health, education or family re-union, it has been a case of "pay or stay."

Now, however, an organization of transportation and newspaper men, with headquarters in Long Beach, California, has incorporated with a view to giving to people of integrity the means of travel to all parts of the world and a plan for payment that does not put a heavy strain upon the family budget.

Teachers particularly will be interested in this plan because the National Travel Finance Corporation has added to the usual attractions of standard tours of Europe and the Orient, special features of educational interest, as well as straight inclusive prices, with equal monthly payments on the whole or part, commencing in September and finishing the following June.

In other words, travel finance is a new industry and its first public announcement appears in this issue of the Sierra Educational News, although a national advertising campaign is in preparation, to reach business and professional people contemplating cruises to the Mediterranean and around the world.

A Visual Instruction Conference

WE have mailed you a copy of the "Proceedings of the Department of Visual Education, California Teachers Association, Southern Section", and a little announcement of the spring conference of our association at Fullerton, on April 19 and 20. If it is possible for you to mention this in the Sierra Educational News, we would be very happy for you to do so.

The tentative program for our conference at Fullerton is about as follows:

Friday morning, April 19—Photographic technique and problems for the visual director. Discussion on camera clubs, movie clubs, and student photographic activities in connection with laboratory work.

Friday afternoon—Problems of organization, classification, and distribution of visual materials, will be considered.

Friday evening—An illustrated lecture, probably by Mr. Pillsbury, of Berkeley.

Saturday morning, April 20—Will be devoted largely to practical classroom demonstrations of the use of visual aids.

We have a few extra copies of our "Proceedings" which might be secured by interested teachers, if they will send a request to me.

I am very happy to notice the increasing use of visual aids in the Sierra Educational News, in the form of photographs and other illustrations.—Harry H. Haworth, Supervisor of Visual Education, Pasadena City Schools.

Mount Shasta Summer Session for 1929

CHICO State Teachers College is planning its eleventh summer session at Mount Shasta. This college takes faculty, library and equipment and many students to a summer home each June. Mount Shasta has wonderful recreational possibilities. At the foot of this great mountain and the beginning of the Sacramento River the summer school is held.

The camp is a worthwhile experience. Some live in tents and some in dormitories. Most students eat at the cafeteria. Those who desire live in nearby towns.

Courses are planned this year for those who desire to complete their work for the A. B. Degree. Also those who are working to meet the requirements for the various teacher credentials will find our courses will meet their needs. (General elementary, junior high school, special credential, kindergarten-primary, administration and supervision.)

Recreation is planned for everyone. There is good trout fishing in the mountain lakes and streams. Mountain hiking is a part of the life of the camp.

The regular session begins June 17 and closes July 27. Get your catalogue from the State Teachers College, Chico, California.

* * *

Professor Fordyce Stewart, department of education, Chico State Teachers College, declares that "the National Education Bill will soon become a reality and that then and not until then may we expect another decided advance in our educational standards."



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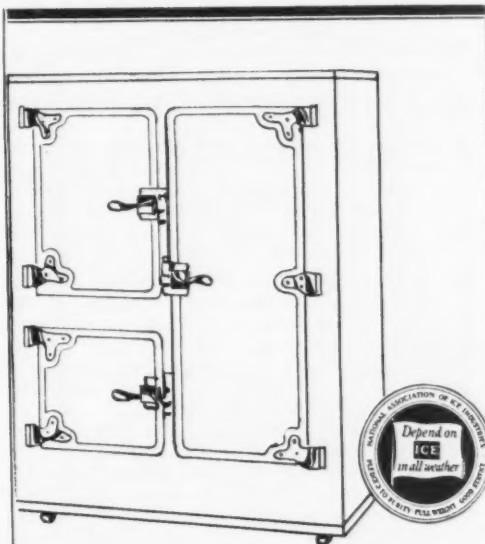
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**CALIFORNIA ASSOCIATION
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A California Metropolis Reports

THE annual report of the public schools of the City and County of San Francisco for the fiscal year ending June 30, 1928, has just been published.

It has as its foreword this ideal from the Ordinance of 1787.—“Religion, Morality and Knowledge being necessary to Good Government and the Happiness of Mankind, Schools and the Means of Education shall forever be encouraged.”

The report gives a most interesting description of the organization and program of the system and all statistical matter concerned with attendance, promotions, and finances of the schools. Superintendent Joseph Marr Gwinn is to be congratulated upon the appearance and conciseness of his report.

* * *

Central California Art Association held its February meeting February 23 at the Hotel Fresno. After a delightful luncheon the members adjourned to the Jade Room for a business meeting.

As this was the first meeting of the year and also the first at which the new officers presided, the policy and the plans of the organization were discussed.

The officers are: President, Miss Doris Powellson; Vice-President, Mr. J. M. Cox; Secretary, Miss Virginia Walsh; Treasurer, Mrs. Stella Hanville.

The next meeting will be held at Mr. H. H. Rogers' country home the first Saturday in May. Notice of attendance at the next meeting, or applications for membership should be mailed to the Secretary.—Virginia Walsh, Secretary, Fresno.

* * *

Among recent happenings in the Pacific Coast Offices of **Ginn and Company** may be noted the return, on March 1, of Manager Seldon C. Smith from an eastern trip. He attended a meeting of the board of directors in Boston. Mr. Fred Rice prepared a directory of high school principals which was distributed at the recent convention in Oakland. He contemplates preparing a directory of the University of California Summer Session students, 1929.

* * *

Olive E. Fleming of San Jose, teacher in the Machado School, Paradise Valley, was recently killed in an automobile collision. She graduated in 1926 from the San Jose State Teachers College.

* * *

Harry Shaffer, formerly teacher in the Salem Grammar School in Lodi, on March 4 became supervising principal of the two elementary schools in Manteca.

* * *

Robert R. Hartzell, District Superintendent, Red Bluff Union High School, reports that his faculty is again 100 per cent enrollment in the California Teachers Association. Mr. Hartzell is a member of the C. T. A. Northern Section Council.

San Francisco Alumni to Give Tea

SAN Francisco State Teachers College Alumni Association will give a bridge tea at the Hotel St. Francis, Saturday afternoon, April 13, at two o'clock. Table reservations are three dollars. Single tickets seventy-five cents. Tickets may be obtained from Miss Lotta Koeppe, 2424 Ulloa Street, San Francisco.

At a similar tea given last year over 600 attended, and because of its success it was decided to hold another this year. This association is open to all graduates of the San Francisco State Teachers College and State Normal School. Come and bring your friends and renew old friendships.

Trail Mates

AN excellent educational film (non-theatrical and designed for school use) is “*Trail Mates*” by Captain Jack Robertson. It is offered by a new California organization, Veritas Films, 829 Harrison Street, Oakland, and deals with Alaskan scenery and wild life.

Of it Edward Mayer, of the University of California says: “In my capacity as executive secretary of the Department of Visual Instruction of this University, I have pre-viewed hundreds of motion pictures, both educational and entertaining, and I do not know any one picture that has left such an outstanding impression upon me as *Trail Mates*. This picture is to be commended for its artistic and educational value, and I do not hesitate to recommend it to any organization.”

* * *

Dr. Carlos Delgado de Carvalho of the Brazil Research School in Rio de Janeiro is in the United States to discuss with scholars and educators the possibility of organizing in Rio de Janeiro a summer session for North American students on the history, geography, institutions, and social conditions of Brazil, the course to be given in English.

* * *

The Society of Arts and Sciences of America has recently founded three traveling scholarships in architecture, one to be held by an American visiting Europe, another to be held by a Frenchman visiting America, and a third to be held by an Englishman visiting America.

* * *

Bay Section Kindergarten-Primary Association spring meeting will be held Saturday, April 27, at Carquinez Hotel, Richmond. Luncheon at 12:30, followed by interesting program and business meeting.

Richmond teachers are extending hospitality. All members and interested primary teachers invited.

Luncheon tickets \$1.00. See your local president or Miss Mildred Anderson, Secretary, 1331 Walnut Street, Berkeley.—Etta H. Tessmer, President Bay Section, E. R. Taylor School, San Francisco.

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A Penmanship Meeting

WESTERN Penmanship Association, which comprises ten western states, will hold its second annual meeting in San Francisco on Saturday, April 20, beginning at nine o'clock. The meeting will be held in the Raphael Weill School. The program will include:

1. Project method of stimulating interest in penmanship activities—R. E. Wiatt, president.

2. Relationship between the principal and the writing supervisor—Rudolph D. Lindquist, assistant superintendent of schools, Oakland.

3. How we teach writing in the Salem schools—Mrs. Clara Pomeroy, supervisor of writing, Salem, Oregon.

4. Handwriting in its relation to the various other subjects—Nora Ashfield, assistant superintendent of schools, Richmond.

5. Attitude of the classroom teacher toward handwriting in all subjects under her supervision—Ruth Miller, Edison School, San Francisco.

Officers: R. E. Wiatt, President, supervisor of writing, Los Angeles. Bertha E. Roberts, Vice-President, deputy superintendent, San Francisco. Myrtle I. Palmer, Secretary-Treasurer, supervisor of writing, Oakland.

A Word of Appreciation

JCALVIN FUNK is head of the Department of Mathematics in the Santa Maria High School and Junior College and is registrar in the latter. He was formerly a member of the state committee on mathematics. In a recent letter to the editor he writes:

"Your thoughtful mention of those brave men and women who have borne the brunt of the battle in the days gone by appeals very much to me. Furthermore, it is a kind and noble deed to remember those who were pioneers, who labored patiently and who bore the heat of the day when in various ways the struggle was harder than it is now and the fruits of whose labors we now enjoy. The thoughtful feature about it is, to express such appreciation now while it can do them some good rather than later when their voices are stilled and our flowery eulogies bring them no comfort or cheer."

A Beautiful Announcement

A BEAUTIFUL announcement of a distinguished California school, is the catalog of the Anna Head School of Berkeley. It is printed by John Henry Nash and is richly illustrated.

Miss Head's School was founded in 1887 and is one of the veteran private schools for girls in California. The principal is Miss Mary Elizabeth Wilson, noted for her charm and capability. The school covers the elementary grades and high school; there are departments of music and art, home economics, health and home.

A post-graduate department offers courses for girls who do not expect to go to college and for those who wish to go to college with advanced standing. The enrollment is about 250. Helen Wills and Helen Jacobs, famed tennis champions, are among the alumni.

A San Joaquin Teachers Meeting

MR. C. S. MORRIS, Dean Modesto Junior College, was the principal speaker at the regular monthly meeting of the South San Joaquin Teachers Association held at the Lindbergh School Monday afternoon, March 4. Mr. Morris spoke on the new trends in education and stressed the importance in a democracy of training in practical citizenship which is gained through participation in activities outside the class room as well as a number of curricular activities.

He was secured for the occasion by the program committee chairman, Miss Ruda Evenson, a graduate of the Manteca Union High School and principal of the San Joaquin School. Other numbers presented on the program were a clarinet solo by Cary Brown accompanied by Phyllis Brown, students in the Ripon Union High School; a comic reading by Principal Ginn of the Wildwood School; and a whistling solo was given by one of the teachers of the Escalon High School.

A resolution was made expressing the regret of the Association for the great loss sustained in the death of our former co-worker and fellow teacher, Mr. H. R. Fewell.

The annual election of officers for the Association was held with the following results: **President**, Mr. G. I. Linn, Principal of the Manteca Union High School; **Vice-President**, Mrs. Nettie May Toomey, primary teacher at the Lindbergh School; **Secretary**, Mr. Randolph Rust, English teacher, Ripon High School; **Treasurer**, Mr. V. B. Brown, Principal of the Ripon Union High School. A resolution was passed expressing the appreciation of the Association for the fine work accomplished by Mr. A. E. Clark, the retiring president and to the other officers who served so faithfully during the past year.

A brief discussion was held relative to future plans of the organization, and the new officers of the organization agreed to furnish an "April Fools" program at the next meeting.

California State Elementary Principals Association, Bay Section

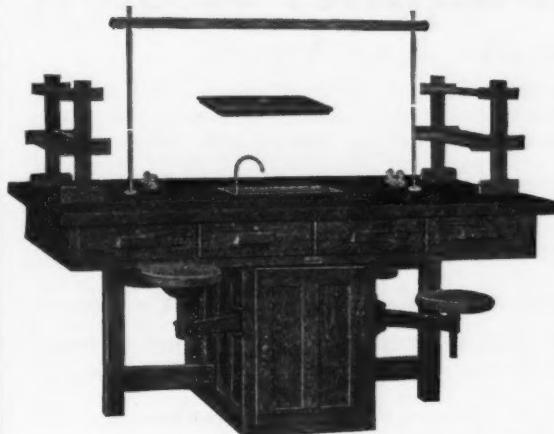
THE second meeting of the executive committee was held on March 2. The executive committee was glad to have with them two representatives from San Mateo County. The main discussion was on the topic of making the association of real value to all principals, county as well as city, teaching as well as supervising.

The next meeting will be a luncheon at the Women's City Club, on **April 13**. This is to be a regional conference, and this means all principals of the Bay Section are most cordially invited.

It is hoped Mr. Hanlon will be present and that we shall have the inspiration of his report from the Cleveland meeting. There will also be the reports from the annual delegates' meeting at Fresno.

Send in your reservation to Miss Sarah Young, Dewey School, Oakland.—Lucy Cotrel, Chairman Bay Section.

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(Continued from Page 21)

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A New Venture in Education

COLLEGE of the Pacific is launching a Spanish Language School in connection with the Summer Session, next June. The dean of the session feels that there is a specific need for such a school in the West where Spanish is used even more extensively than in the East. In these days of commercial and cultural intercourse between this country and Latin American, many students and teachers desire a speaking knowledge of the language used in that part of the world.

The College of the Pacific is planning this demand in a very practical way. Students and faculty will live, eat, play and study together throughout the session, and Spanish will be used exclusively in all activities. The Middlebury School in the East has met with great success, and we believe that this school, which is of a similar nature, will serve as great a purpose in the West.—G. A. Werner, Dean of Summer Session, College of Pacific.

Among important recent educational meetings at **Mills College** may be noted the following:

1. Annual conference of the Pacific Coast Camp Directors Association was recently held there.

2. A conference on Camp Education was recently held in Ethel Moore Hall on the Mills Campus.

Dr. Henry Suzzallo, internationally known educator, formerly president of the University of Washington, and distinguished son of California, has been engaged for some time in a series of investigations under the auspices of the Carnegie Institution. At present he is continuing his studies at his boyhood home in San Jose, where he will be for some time to come.

Bonds in the amount of \$25,000 for a high school gymnasium for the **Woodlake, Tulare County, High School**, were voted 4 to 1 by the electors of the district. The building will be erected at once.

Taxpayers of the Fairfax School District, Kern County, voted in favor of **school bonds** to the extent of \$15,000 for the construction of a new school building.

The regular spring quarterly meeting of the Bay Section, **California Vocational Association**, was held in San Jose on Saturday, March 16. In the section meetings were discussed home-making education, trade and industrial education, agricultural education, business education, part-time education, and vocational guidance. An enjoyable and profitable vocational tour of the Santa Clara Valley was made in the afternoon. The meeting closed with a banquet and dance; the banquet speaker was Dr. Nicholas Ricciardi.—Robert E. Gilbert, President, Bay Section California Vocational Association, Frick Junior High School, Oakland.

E. V. Cain, district superintendent of elementary schools at Gridley, reports the successful publication of a monthly school paper, now in its fourth year, and entitled "School Life." This excellent little journal is composed and mimeographed by the pupils. It is exchanged with all other elementary papers issued in that section of the state.

Tehama County Over 100 Per cent

PAUL D. HENDERSON, Tehama County superintendent of schools, Red Bluff, reports that for the second consecutive year that county is 100 per cent enrolled in the California Teachers Association. "In fact", he states, "we have two memberships over our regular corps of teachers, supervisors and administrators."

Tehama County merits hearty congratulations upon this superlative record of professional interest.

100 Per cent Fresno Schools

MR. O. S. HUBBARD, Fresno city superintendent of schools, in his bulletin 23, series a, reports that 19 out of 27 city schools are 100 per cent enrolled in the C. T. A.

Sixteen out of nineteen elementary schools and three out of eight secondary schools, are 100 per cent. These are as follows:

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Columbia	Jackson
Dailey	Jefferson
Emerson	Kirk
Franklin	Lafayette
Fremont	Lincoln
Hawthorne	Rowell
Heaton	Webster
Fresno Intermediate	Winchell

Secondary

Edison Technical	Fresno High
E. R. Snyder Continuation	High

* * *

Mr. W. E. Alexander Ball is director of the Fresno High School Glee Club and Mixed Chorus. Recently that excellent music organization gave a Sunday evening "Hour of Music" at the Hotel Californian. The selections included numbers from Handel, Chopin, Gounod, Dvorak, Rubenstein, Pinsuiti.

* * *

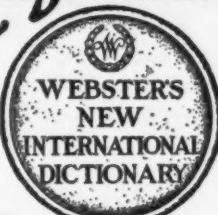
The Rain Makers

MARY ROBERTS COOLIDGE is known to many California teachers as a member of the State Board of Education. She has taught for many years at Stanford University, Mills College and elsewhere. In spare time she and her husband have made many studies of the Pueblo Indians of Arizona and New Mexico. Her recent volume has 340 pages, is profusely illustrated, and is an intensely interesting account of these peoples. She depicts very fully the background, arts, industries, religious beliefs, and social life of the Pueblo race. The volume is published by Houghton, Mifflin Company, 1929, \$4.00. It has a place in all school libraries.

* * *

"**Before Columbus**" is a supplementary reader for use in Porto Rico and elsewhere, by Cecil E. Stevens, supervisor of schools, Rio Piedras, Porto Rico. There are 200 pages and many interesting illustrations in this book which presents in story form a picture of Porto Rican Indian life before the coming of the Spaniards. It is a well-written supplementary reader and should be of particular interest in California where Spanish influence also was dominant in early days. It is published by Silver Burdett and Company, New York and San Francisco.

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CALIFORNIA ADOPTS CHILD STORY READERS

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Primer, First, Second, Third

On March 23d, the California State Board of Education voted unanimously to adopt, for a period of four years, the Child Story Readers as the basal texts in reading.

Supplementary material and Manuals accompanying these readers, and

The Fourth, Fifth and Sixth Grade Readers

are available at the California School Book Depository,
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Braithwaite's Anthology of Verse

ALTHOUGH books of poetry are now listed among the best sellers, and anthologies of all sorts are springing up overnight, achieving immense popularity, Braithwaite's annual collection is still the standard and the stand-by. In this volume are 452 pages of verse, gathered from magazines of every type, from the Yale Review to the New Masses, and including all the "little poetry" magazines. Here are Robert Frost, Clement Wood, Alfred Kreymborg, Harry Kemp, and other well-known names. Here also are names wholly new to the most of us. Published by Harold Vinal, 562 Fifth Avenue, New York City.

One finds little of the free verse that predominated a few years ago. To take its place, there is the new fashion in rhyme, which ignores vowel sounds, giving us "after, drifter", "country, wintry", "dim, gleam" and the like. But for the casual reader of verse, as well as the critic, there is enough of variety in form and subject matter, to satisfy any taste. All sorts and conditions of poetry are being written, published, and ready today,—sonnets, ballads, lyrics, simple description, narration, drama, propaganda. Leonard Bacon and some others are bringing in a revival of satire.

This is a fascinating book, and there is much in it that is good, and perhaps even of permanent value.—Sarah Hammond Kelly.

Essays of Our Day

BERTHA EVANS WARD, chairman of the department of English, Hughes High School, Cincinnati, Ohio, is editor of a fine anthology of modern essays, entitled "Essays of Our Day" and published by D. Appleton & Company.

The volume is designed for young people, both as a stimulus to reading and to self-expression through writing. In addition to the 42 well-selected essays, there is abundant editorial and pedagogic material in this attractive volume of 420 pages.

"**Soap Bubbles**" is a supplementary reader featuring soap, personal hygiene, elementary chemistry and related themes, and written by Ellen Beers McGowan of the School of Household Art, Teachers College, Columbia University. It presents in story form a type of information which children of the upper elementary grades naturally seek. There are 250 pages with many illustrations. Published by the Macmillan Company: 80 cents.

"**The Music Hour**", an elementary teacher book to accompany the First and Second Books, is published by Silver Burdett and Company. This large volume of 275 pages emphasizes the educational program and the pedagogic technique to be used in the grades and in the various types of musical activities. There are chapters on the child voice, sight reading, rhythmic development, music appreciation, and many other themes. A series of typed lessons is given as definite guidance for the classroom teacher. Monthly outlines cover the work of the First and Second Books of the Silver Burdett series.

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Job Wood, Jr., veteran California school man and for many years Deputy State Superintendent of Public Instruction, passed away March 23, at Pacific Grove, aged 73.

Mr. Wood retired from public office a few years ago because of ill health. He is known in every part of the state and highly respected because of his long and devoted services in behalf of the public schools of California.

* * *

The Journal of Juvenile Research is published by the California Bureau of Juvenile Research with headquarters at the Whittier State School, Whittier, California. Dr. Norman Fenton is editor of this valuable journal which should be found in all of the larger school and college libraries. Progressive work in juvenile research is fundamental for the advancement of teaching.

* * *

The University of North Carolina Press at Chapel Hill has recently issued a complete list of its publications, which will be of interest to many California junior colleges, state teachers colleges, colleges, universities, and other institutions of higher learning. Mr. Louis R. Wilson is director of the press.



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